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ABSTRACT

The aim of this report is to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The fifth in a series, this report contains policy information for the 50 states and 5 extra-state jurisdictions as of spring 1998. It reports on policy trends concerning time and attendance, content standards, credits for high school graduation, teacher licensure, and student assessment. In 1998, expanded information is provided on graduation requirements, teacher assessment, recommended textbooks and curriculum materials, professional development, and school leader/administrator licensure. Appendixes discuss the use of teacher standards in teacher education and the use of standards on the education of school leaders and administrators. (Contains 26 tables.) (SLD)

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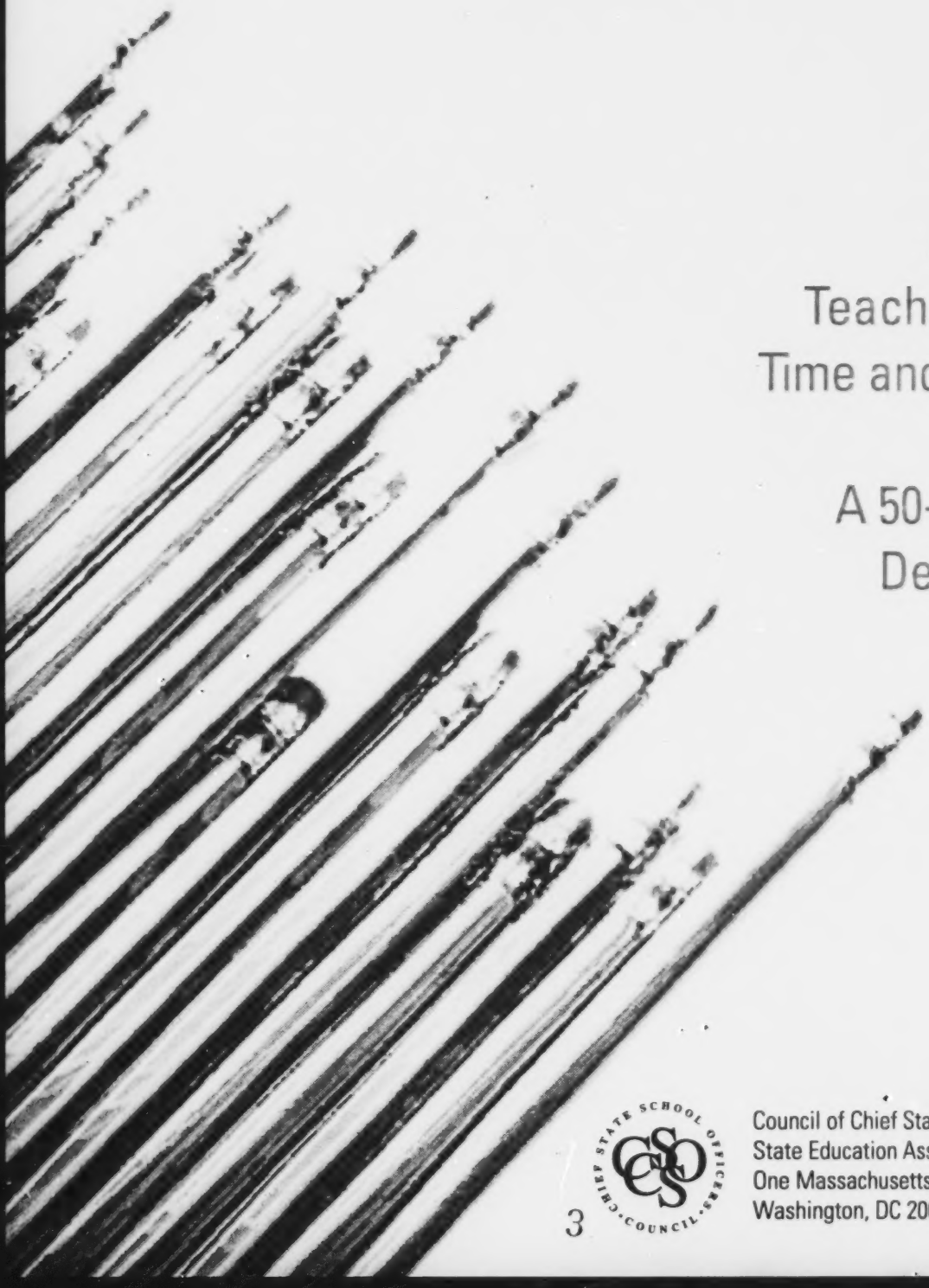

Standards,
Graduation,
Assessment,
Teacher Licensure,
Time and Attendance

A 50-State Report
December 1998

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Ave NW · Suite 700
Washington, DC 20001-1431

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity (DoDEA), and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their view to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. This Center was established through a resolution by the membership of CCSSO in 1984. The information in this report is based on a survey of the state departments of education coordinated by the staff representatives to the CCSSO Education Information Advisory Committee (EIAC).

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Key State Education Policies on K-12 Education

The purpose of this CCSSO report is to inform policy makers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing series by the Council's State Education Assessment Center on state education indicators and state policies.

Beginning in the 1980s when most state legislatures and boards of education approved policy initiatives aimed at improving the quality of K-12 education, the Council began reporting on trends in state education policies and statistical indicators of the condition of education. State policy changes included higher standards for teacher preparation and certification, state curriculum guidelines and frameworks, new statewide student assessments and increased course credit requirements for graduation. CCSSO continues to track state policy changes and state efforts toward meeting the national and state goals for educational improvement.

The Council develops and reports education indicators to assist national, state, and local managers and policy makers in making informed decisions. In addition to reporting state-level indicators, the Council works with states on developing indicators at district and school levels.

Sources

The current report provides policy information for all 50 states and 5 extra-state jurisdictions as of spring 1998. The report follows four prior reports in the series (CCSSO, 1989, '92, '95, '96). The present report continues reporting on policy trends concerning time and attendance, content standards, credits for high school graduation, teacher licensure, and student assessment. For 1998, we expanded the 50-state policy information on graduation requirements, teacher assessment, recommended textbooks and curriculum materials, professional development, and school leader/administrator licensure. State policy information was obtained from several sources. State education staff reported on policies through a survey administered by CCSSO and by state EIAC representatives. Other sources were the CCSSO State Student Assessment Programs survey and database (1996-97) and the Manual on the Preparation and Certification of Education Personnel published by the National Association of State Directors of Teacher Certification (1998).

More Information

For more information on state education policies or education indicators, you may contact Rolf K. Blank, CCSSO director of education indicators. To obtain a copy of this report, send email to info@ccsso.org, or call 202-336-7016. You may also find this report on the CCSSO web site (**www.ccsso.org**).

High School Course Credit Requirements

A Nation at Risk, the 1983 report of the National Commission on Excellence in Education, recommended that all high school graduates complete three courses each in high school mathematics, science and history/social studies, together with four courses in English.

The first table following shows each state's graduation requirements in core academic areas and total credits required for graduation with a regular or standard diploma, and requirements for five extra-state jurisdictions, as of 1998. Previous CCSSO surveys have tracked state-by-state changes in graduation requirements in mathematics and science over the past decade (see prior reports from CCSSO as of 1989, '92, '95, and '96).

		States		
	Credits required	1989	1995	1998
Mathematics	4 credits	0	0	1
	2.5 to 3 credits	13	18	23
	2 credits	34	29	23
Science	4 credits	0	0	1
	2.5 to 3 credits	6	12	15
	2 credits	38	32	28

The current total of 16 states requiring more than two credits in both math and science indicates that the number of states with this level of requirement more than doubled over a decade earlier. In 1989, only 6 states required more than two credits of both science and mathematics.

		States	
	Credits required	1995	1998
English	4 credits	38	40
	3 credits	7	8
Social Studies	4 credits	2	4
	3 to 3.5 credits	25	29

From 1995 to 1998, state requirements for English and social studies (including history) increased in several states. Currently, 40 states require 4 credits and 8 states require three credits of high school English, which shows an increase in three states. In social studies, 33 states currently require 3 to 4 credits, which is an increase in six states since 1995.

Arts and Foreign Language

As of 1998, 24 states require high school study in the Fine Arts or Arts. The credit hours required vary from half a credit to two credits, with most of these states requiring one credit hour. Only three states have a Foreign Language requirement for high school graduation, with Alabama and South Carolina requiring 2 credits and West Virginia one credit.

Total Credits for Graduation

The last column in the table shows "total" graduation requirements, comprised of core academic courses plus elective subjects. Total credits required have changed in 17 states from the previous CCSSO survey in 1996, indicating that setting graduation requirements is an area of high state policy activity. The total credits required at the state level for a regular or standard diploma varies from 10 to 24, and the median state requirement is 20 credits. Five states leave almost all the course requirements for graduation to local school boards, and some states such as California, Illinois, New York, Vermont, and Wisconsin only define the core course requirements.

Advanced Diplomas

The second table following shows the state requirements for advanced diplomas. In addition to the requirements for the regular or standard high school graduation diploma, some 19 states award honors or advanced level diplomas. These diplomas require additional or advanced courses in core subjects, and in most states arts and foreign language credits are required.

High School Exit Examinations

Goal 5 of the National Education Goals states:

> "Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

In the 1998 CCSSO survey, states were asked to report on policies aimed at ensuring that graduates are prepared for college or work. The third table in this section shows that 22 states reported a policy mandating students pass a high school exit examination. In addition, 7 states reported they were developing exit tests as of spring 1998.

Four states provided further information about high school graduation requirements. California students must attain basic skills proficiency standards. In Colorado and Nebraska, local school boards set all graduation requirements. Washington's state board is currently reviewing its graduation requirements.

Characteristics of the state tests that students must pass for graduation are available in CCSSO's annual report on *State Student Assessment Programs* (1998).

State Course Credit Requirements for High School Graduation
Core Academic Subjects, 1998

STATE	CREDITS FOR REGULAR DIPLOMA: Math	Science	English	Social Studies	Arts	Total Credits (6 Subj. & Elec.)
Alabama	4	4	4	4	0.5	24
Alaska	2	2	4	3		21
American Samoa (1996 data)	3	3	4	4		17
Arizona (1994 data)	2	2	4	2.5		20
Arkansas	3	3	4	3	0.5	21
California	2	2	3	3	1 (or For. Lang.)	13
Colorado	L	L	L	L		—
Connecticut	3	2	4	3	1	20
Delaware	2	2	4	3		19
Dist. of Columbia (1996 data)	3	3	4	3.5	0.5	18
DoDEA	3 *	3 *	4	3	1 *	24 *
Florida	3	3	4	3	0.5	24 *
Georgia (1996 data)	3	3	4	3	1	19
Hawaii	3	3	4	4		22 *
Idaho	2	2	4.5 *	2.5 *		21 *
Illinois	2	1	3	2	1 (or For. Lang.)	10.25
Indiana	2	2	4	2		18
Iowa	L	L	L	1.5		1.5
Kansas	2	2	4	3		21
Kentucky	3	3 *	4	3 *	1 *	22 *
Louisiana	3	3	4	3		23 *
Maine	2	2	4	2	1	16 *
Maryland	3	3	4	3	1	21
Massachusetts	L	L	L	1	1	—
Michigan	L	L	L	0.5	L	0.5
Minnesota	*Standards-based system*					
Mississippi	3	3 *	4	3	1 *	24 *
Missouri	2	2	3	2	1	22
Montana	2	2	4	2	1 *	20
Nebraska	L	L	L	L	L	—
Nevada	2	2	4	2	1	22.5 *
New Hampshire	2	2	4	2.5	.5 *	19.75 *
New Jersey (1996 data)	3	2	4	3	1	16
New Mexico	3	2	4	3		21
New York (1996 data)	2	2	4	4		12
North Carolina	3	3 *	4	3		20
North Dakota	2	2	4	3		17 *
Ohio	2	1	3	2		17
Oklahoma	2	2	4	2	2 *	20
Oregon	2	2	3	3 *	1 (or For. Lang.)	22 *
Pennsylvania	*Requirements under revision**					
Puerto Rico (1996 data)	3	1	3	3		13
Rhode Island	2	2	4	2		16
South Carolina (1996 data)	3	2	4	3		19
South Dakota	2	2	4	3	0.5	20
Tennessee	3	3	4	3		20 *
Texas	3	2	4	2.5		18.5
Utah	2	2	3	3		24 *
Vermont (1996 data)	— 5 combined —		4	3	1	12
Virginia	3 *	3 *	4	3	1	22 *
Virgin Islands	2	2	4	2		16
Washington	2	2	3	2.5	1	19 *
West Virginia	3 *	3 *	4	3	1 *	24 *
Wisconsin	2	2	4	3		13.5
Wyoming	3 *	3 *	4 *	3 *		—
TOTAL	**Math** 2.5- 4 credits 24 states	**Science** 2.5-4 credits 16 states	**English** 4-4.5 credits 40 states	**Social Studies** 3-4 credits 33 states	**Arts** 24 states	**L** 5 states (local board determines)

NOTES: Algebra 1 required by Georgia, North Carolina, Louisiana, Mississippi, Texas; Arkansas requires Algebra 1 or Applied Math 1; DoDEA requires Algebra and Geometry. Foreign Language: Alabama = 2, Dist. of Columbia = 2, DoDEA = 2, South Carolina = 2, West Virginia = 1. "*" represents change since 1996.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Advanced Diploma: State Course Credit Requirements for High School Graduation in Academic Subjects, 1998

STATE	Math	Science	English	Social Studies	Arts	Foreign Language	Total Credits (6 Subj. & Elec.)
Alabama	4	4	4	4	.5*	2*	24*
California	2	2	3	3	— 1 in either —		13*
Florida	4	4	4	3	1	2	
Georgia (1994 data)	3	3	4	3	1	2	
Hawaii							
Recognition Diploma	3*	3*	4*	4*	2 in either or Voc. Ed.*		24*
Indiana	4	4	4	3		3-4	
Kentucky #			5	2		1	
Louisiana							
Scholars	4*	3	4	3	1	2 (Same)*	24*
Regents	4*	3	4	3	1	2 (Same)*	24*
Maryland							
Certificate of Merit		12 credits in advanced instruction					
Michigan	3	2	4	3		2 Yrs	
Missouri	3	3	4	3	1		
New York (1996 data)	2	2	4	4			
Ohio							
Advanced Diploma		Meet 7 out of 8 criteria					
Oklahoma	3	3*	4	3*	2*		
Rhode Island	3	2	4	2	0.5	2	
South Carolina (1996 data)	3	2	4	3			
Tennessee							
Honors (Univ. Path)	3	3	4	3	1*	2	20.5*
Honors (Tech. Path.)	3	3	4	3			20.5*
Texas	3	2	4	2.5	1	2	
Virginia	4*	4*	4*	4*	1	3*	24*

NOTES:

"*" represents change since 1996

Being revised per new high school graduation requirements

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

High School Exit Exam and Policies on Graduates' Preparation, 1998

Question: Does your state have a policy to ensure that high school graduates are prepared for college or work?

STATE	Exit Exam	Description of Policy
Alabama	Y	Students must complete the High School Basic Skills Exit Exam.
Alaska	D	Must pass the Alaska High School Qualifying Examination, effective 2002.
Arizona	—	—
Arkansas	N	—
California	Y	Attain basic skills proficiency standards
Colorado	N	(Local boards set requirements)
Connecticut	N	The Connecticut Academic Performance Test (CAPT) is not required, but colleges and employers are likely to use test results. Students receive a "certification of mastery" on their high school transcripts.
Delaware	N	(No policy beyond course credits)
DoDEA	N	20 hours of service learning per year, grades 9–12
Dist. of Columbia	—	—
Florida	Y	High school competency test
Georgia	Y	High school competency test
Guam	D	The School To Work (or Alternative Learning Paths) initiative is being phased in. Course offerings are being reviewed and revised to reflect SCANS competencies.
Hawaii	Y	Demonstration of mastery of 16 Essential Competencies through the Hawaii State Test of Essential Competencies (HSTEC).
Idaho	N	(No policy beyond course credits)
Illinois	D	Illinois Learning Standards are work force competencies as well as college-preparatory knowledge and skills. Beginning in 1999–2000 school year, all high school seniors will be required to take the Prairie State Achievement Examination which will be part of their record.
Indiana	Y	Tests competence in applied & basic skills in Math and English/Language Arts
Iowa	—	(No policy beyond course credits)
Kansas	—	(No policy beyond course credits)
Kentucky	—	(No policy beyond course credits)
Louisiana	Y	Graduate exit exams must be passed by each student in Math, English, Social Studies, and Science, in addition to 23 credits.
Maine	D	Developing
Maryland	Y	Students must pass competency tests in Mathematics, Reading, Writing, and Citizenship. Students must fulfill academic requirements for college or complete Career and Technology requirements for work.
Massachusetts	Y	Class of 2003 must pass 10th grade assessment, MA Comprehensive Assessment System, which is based on state curriculum frameworks.
Michigan	Y	Tests specific skills in Math, Science, Reading and Writing (Social Studies to be added in 1999)
Minnesota	Y	Competency tests in Math, Reading and Written Composition, and student must demonstrate applied knowledge in 10 learning areas
Mississippi	Y	Students must pass the Functional Literacy Exam (FLE).
Missouri	—	(No policy beyond course credits)
Montana	—	(No policy beyond course credits)
Nebraska	—	(Local boards set requirements)
Nevada	Y	Nevada High School Proficiency Exam must be passed for graduation.
New Hampshire	—	(No policy beyond course credits)
New Jersey	Y	Grade 11 High School Profiency Test
New Mexico	Y	Students are required to pass a High School Competency Exam in grade 10 and complete all other graduation requirements in order to receive a diploma.
New York	Y	(High school test)
North Carolina	Y	Two tests are required for students: NC Competency Tests in Reading and Mathematics, NC Computer Skills Tests.
North Dakota	D	Developing
Ohio	Y	State proficiency test required
Oklahoma	—	(No policy beyond course credits)
Oregon	D	21st Century Education Act calls Performance Based Admission System (PASS) for higher education with standards aligned with the State K–12 content and performance standards, to be implemented in Fall 2001.
Pennsylvania	D	New state standards are in the process of being developed by the State Board of Education.
Rhode Island	—	(No policy beyond course credits)
South Carolina	Y	(High school test)
South Dakota	—	(No policy beyond course credits)
Tennessee	Y	Students pass a Competency Test in Math and Language Arts in order to graduate with a regular or honors diploma.
Texas	Y	Testing requirements for graduation.
Utah	—	(No policy beyond course credits)
Vermont	—	—
Virgin Islands	—	(No policy beyond course credits)
Virginia	Y	Specific courses in mathematics, science, history and social science are required. Beginning 2000–2001, students are required to pass state-developed end-of-course criterion-referenced tests to earn verified units of credit in math, English, science, and history.
Washington	N	(No policy beyond course credits) Currently under review by SBE
West Virginia	Y	Policy provides a warranty for students entering the workforce (must score at or above 50 percentile) and warranty for students entering higher education (must score at or above 70 percentile).
Wisconsin	—	(No policy beyond course credits)
Wyoming	—	(No policy beyond course credits)
TOTAL		**22 States**

Source: State Departments of Education, State Student Assessment Programs Database, 1998, CCSSO Policies and Practices Survey, 1998. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Since the late 1980s, states have worked to develop "curriculum frameworks" or "content standards" to reflect updated goals and content in core subjects taught in K-12 classrooms. Many states used models for standards of student learning set out by national professional organizations (such as standards of the National Council of Teachers of Mathematics, National Academy of Sciences, and National Council for the Social Studies) as well as standards and frameworks from other states in developing their state standards or frameworks. Some states have used the standards in the 1990s to lead schools in "standards-based reform." The assumption behind these initiatives is that articulating clear educational standards to indicate what children "should know" and "be able to do" is a fundamental first step toward improving the nation's public school education.

The 1998 CCSSO policies survey updated the status of state content standards in a number of academic areas. The survey asked states to report on standards that are (a) "ready for implementation," or (b) "under development or review." The table on page 13 shows updated information by state for 1998. The trends since 1996 can be summarized in four areas:

Standards Ready for Implementation

	1996	1998
English/Language Arts	36	37
Mathematics	40	42
Science	38	41
Social Studies / History	34	40

The total number of states with completed state standards has increased in the past two years. At the time of the survey, the states of Alabama, California, Pennsylvania, and Hawaii were still developing or reviewing standards. By the end of 1998 these and other states will have approved content standards in core subjects. Four subject areas not reported previously show the following totals:

Standards Ready for Implementation

	1998
Arts	35
Foreign Language	25
Health	28
Physical Education	25

The table also shows some additional areas states reported as ready for implementation or under development, namely Civics, Computer Literacy, Economics, Geography, Government, Technical Education and Vocational Education. Further information on state standards and frameworks is found in several CCSSO reports: Blank, et. al., (1997) *Mathematics and Science Content Standards and Curriculum Frameworks*; CCSSO State Leadership Center (1998) *Status Report, State Systemic Education Improvements*.

Policies on Textbooks and Materials

In 1998, CCSSO updated information about state policies concerning textbook adoption or recommended books and materials, as shown on second table following. The last 50-state survey of state textbook adoption policies was completed in 1992. Currently, 13 states have a policy that specifies that the state will select textbooks and materials or select a list of materials from which districts may choose. Another 8 states recommend textbooks and materials, although the selection is actually carried out by the local districts. The table also shows the subject areas of textbook selection or recommendation and the grades affected.

All 21 of the states with a policy on textbooks and materials, except Idaho, report that they use the state content standards in the selection process for curriculum materials.

Policy Linking Professional Development with Content Standards

A new policy area added to the CCSSO Policies survey in 1998 concerned the link between content standards for student learning and professional development of teachers. Currently, 7 states report that they have in place a policy that links or aligns teacher professional development with content standards for students. Another 11 states indicated they are currently working on a policy on professional development and standards. This is an area of high interest for states and many states are working toward restructured professional development designs. Recent advances in this policy area indicate that a trend is developing toward this linkage.

An example of policy language in this area comes from Virginia's 1998 Appropriations Act — the state will provide "100% state funding for professional development that would require a plan aligned with K–12 content standards", (quote from staff about VA Appropriations Act, 1998).

Status of State Content Standards in Academic Subjects, 1998

STATE	Content Standards Ready for Implementation	Content Standards Under Development
Alabama	Under revision	
Alaska	M, S, E/LA, H, AR, HE, Geog., Govt.	
American Samoa (1996 data)	M, S, E, SSt	
Arizona (1994 data)	M, S, LA, SSt	AR, FL, HE
Arkansas	H/SSt, AR, FL, HE/PE	M, E/LA (rev.)
California	M, E/LA	AR, FL, HE, PE, S, SSt
Colorado	M, S, H, LA, Geog., AR, FL, PE	
Connecticut	M, S, E/LA, SSt, AR, FL, HE, PE	
Delaware	M, S, E/LA, SSt, AR, FL	
Dist. of Columbia (1996 data)	E, LA, H	
DoDEA	M, S, E/LA, SSt, AR, FL	HE, PE
Florida	M, S, LA, SSt, AR, FL, HE/PE	
Georgia (1996 data)		M, S, LA, SSt
Guam		M, S, LA, SSt, AR, FL, HE, PE (field testing)
Hawaii	Under revision	
Idaho	M, S, LA, SSt (K–6)	M, S, LA, SSt (9-12), AR, FL, HE, PE (9-12)
Illinois	M, S, E/LA, SSt, AR, FL, HE, PE	
Indiana	M, S, SSt, AR, FL, HE, PE	E/LA (rev.)
Iowa		
Kansas	M, S, LA, SSt, AR, HE, PE	
Kentucky	M, S, LA, SSt, AR, Prac. Living (inc. HE, PE), Voc. Studies	
Louisiana	M, S, E/LA, SSt, AR, FL	
Maine	M, S, E/LA, SSt, AR, FL, HE, PE	
Maryland	M, S, E/LA, SSt, AR	
Massachusetts	M, S, E, H/SSt, AR, FL, HE	
Michigan	M, S, E/LA, SSt, AR, FL, HE, PE	
Minnesota	M, S, LA, SSt, AR, FL, HE, PE	
Mississippi	M, S, SSt, LA, AR, HE/PE	
Missouri	M, S, LA, SSt, AR, HE, PE	
Montana	M, Reading	HE/PE, S, Tech (rev.)
Nebraska	M, S, SSt, Reading/Writing	M, S, LA, SSt
Nevada	FL	M, S, E/LA, SSt, AR, HE, PE, Comp. Lit.
New Hampshire	M, S, E/LA, SSt	AR
New Jersey (1996 data)	M, S, LA, SSt, AR, HE, PE	
New Mexico	M, S, LA, SSt, AR, FL, HE, PE	
New York (1996 data)	M/S, E/LA, SSt, HE/PE	
North Carolina	SSt, AR, FL, HE, PE, Voc & Tech ed.	M (rev.), E/LA (rev.), S (rev.)
North Dakota	M, E/LA	S, SSt, AR, HE
Ohio	M, S, LA, SSt, AR, FL	HE, PE
Oklahoma	M, S, SSt, AR, FL, HE, PE	
Oregon	M, S, E, H, AR, FL, Civ., Geog., Eco.	
Pennsylvania		M, S, E/LA, H/SSt, AR, FL, HE, PE
Puerto Rico (1996 data)		M, E, Spanish
Rhode Island	M, S, E/LA, AR, HE	
South Carolina (1996 data)	M, S, E/LA, AR, FL	SSt, HE, PE
South Dakota	AR, HE, Civ., Geog.	M, S, E/LA, SSt (rev.)
Tennessee	M, S, E, SSt, AR, FL, HE, PE	
Texas	M, S, E/LA, SSt, AR, FL, HE, PE	
Utah	M, S, E, SSt, AR, FL, HE, PE	
Vermont (1996 data)	M/S, LA, AR, H/SSt	
Virginia	M, S, E, H/SSt	
Virgin Islands		M, S, E/LA, SSt (rev.), AR, FL, HE, PE
Washington	M, S, SSt, LA, AR, HE	
West Virginia	M, S, SSt, AR, FL, HE, PE	E/LA (rev.)
Wisconsin	M, S, SSt, AR, FL, PE, HE	E/LA (rev.)
Wyoming	S, SSt, AR, FL, HE, PE	M, E/LA (rev.)

NOTES:

M = Mathematics, S = Science, E = English, LA = Language Arts, H = History, SSt = Social Studies, AR = Arts, Visual & Performing, Fine Arts, FL = Foreign Lang, HE = Health Ed., PE = Physical Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

State Policies on Textbooks and Standards, 1998

Question: Does your state have a policy by which the state ***selects*** textbooks or curriculum materials, or ***recommends*** textbooks or curriculum materials?

STATE	State Policy	Use State Content Standards	Subject Areas	Grades
Alabama	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	1-12
Alaska	No			
Arizona				
Arkansas	Yes	Yes	E/LA, M, S, SSt, HE, PE, Fine Arts	
California	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE	K-8
Colorado	No			
Connecticut	No			
Delaware	No			
DoDEA	Select/Rcmnd	Yes	E/LA, M, S, SSt, AR, FL, PE	Varies by subj.
Dist. of Columbia				
Florida	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE, Voc. areas	
Georgia				
Guam	Other			
Hawaii	Other			
Idaho	Recommend	No	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Illinois	Select list			
Indiana	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE	1-2, 7-12 (FL)
Iowa	No			
Kansas	No			
Kentucky	Yes	Yes	E/LA, M, S, SSt, AR, FL, HE/PE, Voc. Ed.	P-12
Louisiana	Recommend	Yes	E/LA, M, S, SSt	Varies by subj.
Maine	No			
Maryland	No			
Massachusetts	No			
Michigan	No			
Minnesota	No			
Mississippi	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Missouri	No			
Montana	No			
Nebraska	No			
Nevada	State Review	Yes	E/LA, M, S, SSt, AR, FL, HE	K-12
New Hampshire	No			
New Jersey				
New Mexico	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
New York				
North Carolina	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE	K-12
North Dakota	No			
Ohio	No			
Oklahoma	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 1-12
Oregon	Select	Yes	E/LA, M, S, SSt, AR, FL, HE	Varies by subj.
Pennsylvania	No			
Rhode Island	No			
South Carolina				
South Dakota	No			
Tennessee	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12

STATE	State Policy	Use State Content Standards	Subject Areas	Grades
Texas	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Utah	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 7-12
Vermont				
Virgin Islands	Select	Yes	E/LA, M, S, SSt	K-12
Virginia	Recommend	Yes	E/LA, M, S, SSt, FL	K-12
Washington	No			
West Virginia	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Wisconsin	No			
Wyoming	No			

NOTES:

No =	No policy	E/LA =	English/Language Arts	AR =	Arts
Select =	State SELECTS texts/materials	M =	Mathematics	FL =	Foreign Languages
Recommend =	State RECOMMENDS texts/materials	S =	Science	HE =	Health Education
Select list =	Districts choose texts/materials from list selected by state board of education	SSt =	Social Studies/History	PE =	Physical Education

Alabama: Multiple choices for local selection

California: "Select list" means evaluation criteria based on the content standards/frameworks are used to "select" what materials will be adopted by the State Board of Education and recommended to school districts

Guam: Selection process outlined for schools

Hawaii: School selections must meet learning needs of students

Illinois: Secular Textbook Loan Program: If a school district receives program it must purchase materials from a list compiled by the State Board of Education

Oklahoma: State Textbook List, from which 80% of allocated textbook funds must be spent

Oregon: Social Studies/History = Economics, Civics, Geography

Tennessee: State adopts an approved list then local board may choose from approved list in order to get state funds

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

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State Policy Linking Professional Development with Content Standards, 1998

Question: Does your state have a policy that links or aligns teacher professional development programs with state content standards?

Florida	Regional educational networks, consortia, teacher academies and the Florida League of Teachers are state-funded initiatives designed to assist LEAs in aligning district curriculum with Florida's new content standards. Additionally, statewide trainer cadres deliver specialized training programs which focus on the integration of these new content standards with local curriculum, instruction and assessment.
Illinois	P.A. 90-548 requires state to redesign the teacher certification system by 1/1/99. Changes in teacher preparatory programs will be aligned with the Illinois Learning Standards.
Kansas	Policy relates to school improvement priorities and plan, which must include academic areas.
New Mexico	Contingent on resources; state is pursuing development of a Professional Development State Plan that will include content standards.
Pennsylvania	State budget for 1998–99 has proposed a $3M grant for professional development to train 35,000 teachers in the relationship of standards-based instruction to their curriculum.
South Dakota	Local course guidelines must be implemented that are aligned with state standards in four areas: Math and Language Arts (by 7/1/99) and Social Studies and Science (by 7/1/00). State provides eight days of staff development to teams from a district to assist them in this endeavor.
Virginia	Current language in the Appropriations Act, being considered by the General Assembly would provide 100% state funding for professional development that would require a plan aligned with the K–12 content standards.

Developing a Policy

Alaska
Delaware
DoDEA
Minnesota
Nebraska
Nevada
New Hampshire
Oregon
Texas
West Virginia
Wisconsin
Virgin Islands

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998
Council of Chief State School Officers, State Education Assessment Center, Washington, DC

Growth of State Assessment Programs

Results of the most recent CCSSO *Annual Survey of State Student Assessment Programs* shows that 48 states have a statewide program in one or more subjects (CCSSO, 1998; also see, Bond, Roeber, and Connealy, *Trends in State Student Assessment Programs*, 1998). Many states have administered statewide assessments of student learning since the 1970s. Assessment programs were expanded to more subjects and grades in the 1980s with the growth of state policy initiatives, state-level funding increases, and more demand for state-level accountability.

Possibly the greatest changes in the nature of state student assessment programs have taken place in the 1990s as more states have incorporated open-ended and performance exercises into their tests, and moved away from reliance on only multiple-choice items. The number of states using different types of assessment exercises in one or more of their tests can be categorized as follows:

Assessment Exercises

	Number of states
Performance tasks	14
Short answer	23
Projects	4
Extended written response	39
Portfolio/Student work	10
Multiple-choice items	45

The tables on the following pages display assessments by state and by subject. The table shows the grades for each assessment and state, the type of test, use of nontraditional exercises, and reporting by state proficiency, or achievement, levels. Across all of the different tests, 31 states use norm-referenced tests in one or more subjects, 33 states use criterion-referenced tests in one or more subjects, and 37 states administer a writing assessment. We can summarize the number of state assessments by subject in the following graphic:

State Assessments by Subject and Type, 1996–97 School Year

		TYPE OF TEST			
SUBJECT	States	Criterion-referenced	Norm-referenced	Exercises: Open-end	Perform./ Port/Proj.
Language Arts	32	32	31	27	11
Reading	41	33	31		
Writing	37	—	—	—	—
Mathematics	45	33	31	18	5
Science	33	20	18	11	4
Social Studies	27	17	18	14	4

Most states administer standardized student assessments once per year in selected subjects and specific grades to all students. State policies typically exempt from testing a small percentage (generally from 5 to 10% of the total population) of students with disabilities or limited English proficiency. States assess student knowledge and learning at a variety of different grades. The state-by-state information shows that three grades are assessed most often: grades 4, 8, 11. The assessments commonly serve as summative assessments of elementary, middle, or high school performance. Elementary school grades are assessed more consistently than high school grades, but we also find that 22 states have a high school exit exam requirement, which many states begin to offer in grade 9 or 10.

State Assessment Programs in *Language Arts, Reading,* and *Writing,* 1996–1997

	Name of Assessment	GRADES: Lang. Arts	Reading	Writing	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Stanford Achievement Test	3–11	3–11		NRT	Ext. Resp.	3 levels;
	Writing Assessment			5, 7	CRT		Pass/Fail
	Basic Competency Test	9	9		CRT		
	Exit Exam	11, 12			NRT		
Alaska	Norm-Referenced Test	4, 8, 11	4, 8, 11		NRT	Ext. Resp.	3 levels
	Writing Assessment			5, 7, 10			
Arizona	Stanford 9	3–12	3–12		NRT		No
Arkansas	Criterion Referenced Test		11	11	NRT		3 levels
	Stanford Achievement Test, 8th Ed.	5, 7, 10	5, 7, 10		CRT		
California	Golden State Exams			Comp. 9–12		Sh. Ans., Ext. Resp.	3 levels
Colorado	CO Student Assessment Program		4	4	CRT	Sh. Ans., Ext. Resp.	4 levels
Connecticut	CT Mastery Test	10	4, 6, 8	4, 6, 8	CRT	Perf.,	State goal
	CT Academic Performance Test		10		CRT	EMC, Sh. Ans., Ext. Resp.	
Delaware	Writing Assessment			3, 5, 8, 10		Ext. Resp.	No
Florida	FL Writing Assessment Program			4, 8, 10			No
Georgia	GA High School Graduation Test	3, 5, 8		11, 12	CRT	Perf.,	Pass/Fail;
	ITBS			3, 5, 8	NRT	Proj.	5 levels
	Writing Assessment			11			
Hawaii	Stanford Achievement Test 8th Edition	3, 6, 8, 10	3, 6, 8, 10		NRT	—	No
Idaho	Direct Writing Assessment ITBS & TAP	3–11	3–11	4, 8, 11	NRT	Perf.	4 levels
Illinois	IL Goal Assessment Program		3, 4, 6–8, 10, 11	3, 4, 6–8, 10, 11	NRT/CRT	Ext. Resp.	3 levels
Indiana	ISTEP+	3, 6, 10			NRT/CRT		2 levels
Iowa	—						
Kansas	KS Assessment Program		3, 7, 10		CRT	Sh. Ans., Perf.	2 levels
Kentucky	KIRIS		4, 7, 11	4, 7, 11	CRT	Ext. Resp.	4 levels
	Natl. Reference Examination	3, 6		12		Port.	
Louisiana	Criterion-Referenced Test	3, 5, 7			CRT		Pass/Fail
	Norm-Referenced Test	4, 6, 8	4, 6, 8		NRT		
	LA Graduation Exit Examination	10			CRT		
Maine	Maine Educational Assessment		4, 8, 11	4, 8, 11	CRT	Sh. Ans.	4 levels
Maryland	MD School Perf. Assessment Program	3, 5, 8	3, 5, 8	3, 5, 8	CRT	EMC, Ext. Resp.,	2 levels
	MD Functional Testing Program		6–12	6–12	CRT	Sh. Ans.	
Massachusetts	MA Comprehensive Assessment System		Pilot		CRT		4 levels
	ITBS		3		NRT		
Michigan	MI Educational Assessment Program		4, 7	5, 8	CRT		3 levels
	MI High School Proficiency Tests	11	11			2 levels	
Minnesota	Basic Standards Test		8–12	8–12		Perf.	3 levels
Mississippi	Norm-Referenced Test		4–9	4–9	NRT	EMC,	3 levels
	Functional Literacy Examination	11			CRT	Sh. Ans.	
Missouri	MO Mastery and Achievement Test	2–10		2–10	CRT		No
Montana	Student Assessment Requirement	4, 8, 11	4, 8, 11		NRT		4 levels
Nebraska	—						
Nevada	Norm-Referenced Test	4	4, 8		NRT	Ext. Resp.	Pass/Fail
	Writing Proficiency Examination-Grade 8		11, 12	11, 12			Adequate/
	High School Proficiency Examination Prog.						Inadequate
New Hampshire	NH Ed. Improvement and Assessment Prog.	3, 6, 10		3, 6, 10	CRT	Sh. Ans./ Ext. Resp.	4 levels
New Jersey	Elementary School Proficiency Assessment	4			CRT	Sh. Ans./	Pass/Fail
	Grade 11 High School Proficiency Test		11	11		Ext. Resp.	

	Name of Assessment	GRADES Lang. Arts	Reading	Writing	Type of Test	Non-Traditional Exercises	Performance Levels
New Mexico	NM Achievement Assessment	3, 5, 8	3, 5, 8		NRT	Sh. Ans.	Pass/Fail
	NM High School Competency Exam	10	10	10	CRT	Ext. Resp.;	
	Portfolio Writing Assessment			4, 6, 8		Port.	
	Reading Assessment for Grades 1 and 2		1, 2		NRT/CRT		
New York	Pupil Evaluation Program Tests		3, 6	5	CRT	Sh. Ans.,	Pass/Fail
	Preliminary Competency Tests		8, 9	8, 9	CRT	Ext. Resp.	2 levels
	Regents Competency Tests/Exam Prog.	Eng. II	11	11	CRT		
North Carolina	Competency Testing		8, 11		NRT/CRT	EMC,	4 levels
	NC Testing Program	Eng. I/II	3–9	4, 7, 10	NRT/CRT	Sh. Ans.	
	Norm-Referenced Test	5, 8	5, 8		NRT	Ext. Resp.	
North Dakota	CTBS-4	3, 6, 8, 11	3, 6, 8, 11		NRT		4 levels
Ohio	Fourth-/Sixth-/Ninth-/Twelfth-Grade Proficiency Testing	4/6/8–12	4/6/8–12	4/6/8–12	CRT	Sh. Ans., Ext. Resp., Proj.	3 levels 2 levels
Oklahoma	Oklahoma Core Curriculum Tests		5, 8, 9, 11	5, 8, 9, 11	CRT	Ext. Resp.	2 levels
	ITBS	3, 7	3, 7		NRT		
Oregon	Reading, Writing, and Mathematics Assessment		3, 5, 8, 11	5, 8, 10	CRT	Sh. Ans., Ext. Resp.	3 levels
Pennsylvania	Reading and Mathematics Assessment		5, 8, 11	6, 9	NRT NRT/CRT	EMC, Ext. Resp.	2 levels
Rhode Island	MAT-7		4, 8, 10		NRT	Ext. Resp.	4 levels
	Writing Performance Assessment			4, 8, 10			
South Carolina	Basic Skills Assessment Program		3, 8, 10	6, 8, 10	CRT	EMC,	Pass/Fail
	MAT-7	4, 5, 7, 9, 11	4, 5, 7, 9, 11		NRT	Sh. Ans., Ext. Resp.	
South Dakota	SAT-8	4, 8, 11	4, 8, 11		NRT		4 levels
Tennessee	TCAP Achievement Test	2–8			NRT/CRT		3 levels
	TCAP Competency Test	9			CRT		
	TCAP Writing Assessment			4, 8, 11	CRT		
Texas	Assessment of Academic Skill & End-of-Course tests		3–8, 10–12	4, 8, 10–12	CRT	Ext. Resp.	2 levels
Utah	Core Assessment CRT Program		1–6		CRT	Perf.	NAEP-like levels
	Core Curriculum Testing		1–12	1–12			
	Norm-Referenced Test	5, 8, 11	5, 8, 11		NRT		
Vermont	Portfolio Assessment			5, 8		Ext. Resp.,	4 levels
	New Standards ELA	3, 4, 8				Port., Perf.	5 levels
Virginia	Literacy Passport Test (LPT)		6	6	CRT		
	VA Student Assessment Program	3, 5, 8, 11	3, 5, 8, 11		NRT		Pass/Fail
Washington	Norm-Referenced Test	4, 8	4, 8, 11		NRT		4 levels
Wisconsin	WRCT at Grade 3		3				3 levels
	WSAS Knowledge & Concepts	4, 8, 10	4, 8, 10	4, 8, 10			4 levels
West Virginia	Norm-Referenced Test	K–11	K–11		NRT	EMC,	No
	Writing Assessment			8, 10		Sh. Ans., Ext. Resp., Perf.	
Wyoming	—						—
Total States	**47**	**32**	**41**	**37**	**NRT = 31 CRT = 33**	**EMC = 7 Sh. Ans. = 16 Ext. Resp. = 25 Port. = 3 Perf. = 8 Proj. = 2**	**41**

NOTES:

— = No state assessment

Type of test:
CRT = Criterion-referenced
NRT = Norm-referenced

Non-traditional exercises:
EMC = Enhanced multiple choice
Sh. Ans. = Short Answer
Ext. Resp. = Extended response
Port. = Portfolio or learning record
Perf. = Individual performance assessment
Proj. = Projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Assessment Programs in *Mathematics*, 1996–1997

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Basic Competency Test	9	CRT	EMC,	Pass/Fail
	Grade 9 Exit Exam	11, 12	CRT	Sh. Ans.	Pass/Fail
	Math End-of Course Test	Algebra I, Geometry	CRT		4 levels
	Stanford Achievement Test	3–11	NRT		3 levels
Alaska	Norm-Referenced Testing	4,8,11	NRT		3 levels
Arizona	Stanford-9	3-12	NRT		No
Arkansas	Criterion Referenced Test	11	CRT		3 levels
	Stanford Achievement Test, 8th Ed.	5, 7, 10	NRT		
California	Golden State Exams	Algebra	NRT	Sh. Ans.,	3 levels
		Geometry	CRT	Ext. Resp.	
Colorado	—				
Connecticut	CT Mastery Test	4, 6, 8	CRT	EMC,	State goal
	CT Academic Performance Test	10	CRT	Sh. Ans.	
Delaware	—				
Florida	High School Competency Test	11	CRT		Pass/Fail
Georgia	Kindergarten Assessment Program	K	NRT		2 levels
	ITBS	3, 5, 8	NRT		
	GA High School Graduation Tests	11,12	CRT		
Hawaii	Stanford Achievement Test 8th Edition	3, 6, 8, 10	NRT		
	Credit by Examination	Algebra	CRT		Pass/Fail
Idaho	ITBS & TAP	3–11	NRT	Ext. Resp.,	4 levels
	Direct Mathematics Assessment	4, 8		Perf.	
Illinois	IL Goal Assessment Program	3, 4, 6–8, 10, 11	NRT	Sh. Ans., Observ.	3 levels
Indiana	Statewide Assessment	3, 6, 10	NRT		2 levels
Iowa	—				
Kansas	KS Assessment Program	4, 7, 10	CRT	EMC, Sh. Ans., Ext. Resp.	2 levels
Kentucky	KIRIS	5, 8, 11	CRT	Ext. Resp.,	4 levels
	National Reference Assessment	3, 6	NRT	Port.	4 levels
Louisiana	Grade 3, 5, and 7 CRT	3 ,5, 7	CRT		Pass/Fail
	Norm-Referenced Test	4, 6	NRT		
	LA Graduation Exit Examination	10	CRT		
Maine	Maine Educational Assessment	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels
Maryland	MD School Perf. Assessment Program	3, 5, 8	CRT	EMC	2 levels
	MD Functional Testing Program	6–12	CRT		2 levels
Massachusetts	MA Comprehensive Assessment System	Pilot	CRT		No
Michigan	MI Educational Assessment Program	4, 7, 11	CRT		3 levels
	MI High School Proficiency	11			
Minnesota	MN Basic Standards	8-12			3 levels
Missouri	MO Mastery and Achievement Test	2-10			
	MO Assessment Program	4,8,10	CRT		5 levels
Mississippi	Norm-Referenced Testing	4–9	NRT	EMC,	3 levels
	Subject Area Testing Program	Algebra I	CRT	Sh. Ans.	
Montana	Student Assessment Requirement	4,8,11	NRT		4 levels
Nebraska	—				
Nevada	Norm-Referenced Test	4, 8	NRT		Adequate/
	High School Proficiency Examination Prog.	11, 12	NRT		Inadequate
New Hampshire	NH Ed. Improvement and Assessment Prog.	3 ,9, 10	CRT	Sh. Ans., Ext. Resp.	4 levels
New Jersey	Elementary Proficiency Test	4	CRT		Pass/Fail
	Grade 11 High School Proficiency Test	11, 12			
New Mexico	NM Achievement Assessment	3, 5, 8	NRT	Sh. Ans.,	Pass/Fail
	NM High School Competency Exam	10	CRT	Ext. Resp.	
New York	Pupil Evaluation Program Tests	3, 6	CRT	Sh. Ans.,	2 levels
	Regents Competency Tests	9	CRT	Ext. Resp.	Pass/Fail
	Regents Examination Programs	9–11	CRT		

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
North Carolina	Competency Testing	8–11	NRT/CRT		Pass/Fail
	NC Testing Program	3–9, Algebra I	NRT/CRT		4 levels
	Norm-Referenced Test	5, 8	NRT		
North Dakota	CTBS-4	3, 6, 8, 11	NRT		4 levels
Ohio	Fourth-/Sixth-/Ninth-/ Twelfth-Grade Proficiency Testing	4/6/8–12	CRT	Sh. Ans., Ext. Resp., Other	3 levels
Oklahoma	Iowa Test of Basic Skills	3, 7	NRT		2 levels
	OK Core Curriculum Tests	5, 8, 11	CRT		
Oregon	Reading, Writing and Mathematics Assessment	3, 5, 8, 10	CRT	Ext. Resp.	3 levels
Pennsylvania	Reading and Mathematics Assessment	5, 8, 11	NRT	Ext. Resp.	No
Rhode Island	Mathematics Performance Assessment	4	CRT	Ext. Resp.	No
	MAT-7	4, 8, 10	NRT		
South Carolina	Basic Skills Assessment Program	3, 8, 10	CRT	EMC,	2 levels
	MAT-7	4, 5, 7, 9, 11	NRT	Sh. Ans., Ext. Resp.	
South Dakota	SAT-8	4, 8, 11	NRT		4 levels
Tennessee	TCAP Achievement Test	2–8	NRT/CRT		3 levels
	TCAP Competency Test	9	NRT		
Texas	TX Assessment of Academic Skills	3–8	CRT		3 levels
	TX End-of-Course tests	10–12			
Utah	Core Assessment CRT	1–6	CRT	Perf.	NAEP-like levels
	Program Core Curriculum Testing	1–12	NRT		
	NRT	5, 8, 11			
Vermont	New Standards Math Portfolio Assessment	4, 8, 10	CRT	Ext. Resp., Perf., Port.	4 levels
Virginia	Virginia Student Assessment	3, 5, 8, 11	NRT		Pass/Fail
	Program Literacy Passport Test	6	CRT		
Washington	Norm Reference	4, 8, 11	NRT		4 levels
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT		3 levels
West Virginia	Norm-Referenced Testing	K–11	NRT/CRT		No
Wyoming	—				—
Total States	**45**		**CRT= 33** **NRT= 31**	**EMC = 6** **Sh. Ans. = 12** **Ext. Resp. = 14** **Port. = 2** **Perf. = 3** **Observ. = 1**	**39**

NOTES:

— = No state assessment

Type of test:
CRT = Criterion-referenced
NRT = Norm-referenced

Non-traditional exercises:
EMC = Enhanced multiple choice
Sh. Ans. = Short Answer
Ext. Resp. = Extended response
Port. = Portfolio or learning record
Perf. = Individual performance assessment
Observ. = Observation

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

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State Assessment Programs in *Science*, 1996–1997

STATE	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Stanford Achievement Test	3–11	NRT		4 levels
Alaska	NRT	4, 8, 11	NRT		3 levels
Arizona	—				—
Arkansas	Stanford Achievement Test, 8th Ed.	5, 7, 10	NRT		No
California	Golden State Exams	Biology; Chemistry	NRT/CRT	Sh. Ans., Ext. Resp.	3 levels
Colorado	—				—
Connecticut	CT Academic Performance Test	10	CRT	EMC, Sh. Ans., Perf.	4 levels
Delaware	—				—
Florida	—				—
Georgia	NRT	3, 5, 8	NRT		2 levels
	GA High School Graduation Tests	11, 12	CRT		
Hawaii	—				—
Idaho	ITBS & TAP	3, 5, 7, 9	NRT		—
Illinois	IL Goal Assessment Program	3, 4, 6–8, 10, 11	NRT/CRT		3 levels
Indiana	—				—
Iowa	—				—
Kansas	Kansas Assessment Program	5, 8, 10		EMC	2 levels
Kentucky	KIRIS	4, 7, 11	CRT	Ext. Resp.	4 levels
Louisiana	NRT	4, 6	NRT		Pass/Fail
	LA Graduation Exit Examination	11	CRT		
Maine	State Tests	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	No
Maryland	MD School Perf. Assessment Program	3, 5, 8	CRT	EMC, Sh. Ans.	2 levels
Massachusetts	Massachusetts Educational Assessment Program	4, 8, 10	CRT		No
Michigan	MI Educational Assessment Program	5, 8	CRT		2 levels
	MI High School Proficiency Test	11		Sh. Ans.	3 levels
Minnesota	—				—
Mississippi	—				—
Missouri	MO Mastery and Achievement Test	3, 6, 8, 10	CRT		No
Montana	Student Assessment Requirement	4, 8, 11	NRT		4 levels
Nebraska	—				—
Nevada	—				—
New Hampshire	NH Ed. Improvement and Assessment Program	6, 10	CRT	Sh. Ans., Ext. Resp.	—
New Jersey	—				—
New Mexico	NM High School Competency Exam	10	CRT	Sh. Ans., Ext. Resp.	Pass/Fail
New York	Program Evaluation Tests	4	CRT	EMC, Port., Proj.	2 levels
	Regents Competency Tests	9			
	Regents Examination Programs	9–12			
North Carolina	NC Testing Program	Biology I	NRT/CRT		4 levels
North Dakota	CTBS 4	3, 6, 8, 11	NRT		No
Ohio	Fourth-/Sixth-/Ninth-/Twelfth-Grade Proficiency Tests	4/6/8, 9/12	CRT	Sh. Ans., Ext. Resp.	3 levels
Oklahoma	Iowa Test of Basic Skills	3, 7	NRT		2 levels
	OK Core Curriculum Tests	5, 8, 11	CRT		
Oregon	—				—
Pennsylvania	—				—
Rhode Island	—				—
South Carolina	Basic Skills Assessment Program	3, 6, 8	CRT	EMC, Sh. Ans., Ext. Resp.	Pass/Fail
South Dakota	Norm-Referenced Test	4, 8, 11	NRT		4 levels
Tennessee	TCAP Achievement Test	2–8	NRT		3 levels

STATE	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Texas	TX Assessment of Academic Skills & TX End-of-Course tests	8	CRT	Other	2 levels
Utah	Core Assessment Program (by dist.)	1–6	CRT	Perf.	No
	Core Curriculum Testing	1–12	CRT		
	Norm-Referenced Test	5, 8, 11	NRT		
Vermont	—				—
Virginia	—				—
Washington	Norm-Referenced Test	4, 8, 11	NRT		4 levels
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT	Sh. Ans., Ext. Resp.	No
West Virginia	CTBS	3, 6, 9, 11	NRT		No
Wyoming	—				—
Total States	**33**		**CRT = 20** **NRT = 18**	**EMC = 5** **Sh. Ans. = 10** **Perf. = 2** **Ext. Resp. = 7** **Port. = 1** **Proj. = 1**	**27**

NOTES:

— = No state assessment

Type of test:
CRT = Criterion-referenced
NRT = Norm-referenced

Non-traditional exercises:
EMC = Enhanced multiple choice
Sh. Ans. = Short Answer
Ext. Resp. = Extended response
Port. = Portfolio or learning record
Perf. = Individual performance assessment
Proj. = Projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

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State Assessment Programs in *Social Studies*, 1996–1997

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Stanford Achievement Test	3–11	NRT		3 levels
Alaska	—				—
Arizona	—				—
Arkansas	Stanford Achievement Test, Eighth Edition	5, 7, 10	NRT		3 levels
California	Golden State Exams	9–12	NRT/CRT	Sh. Ans., Ext. Resp.	
Colorado	—				—
Connecticut	—				—
Delaware	—				—
Florida	—				—
Georgia	GA High School Graduation Tests (GHSGT)	11, 12	CRT		Pass/Fail
	Norm-Referenced Testing	11	NRT		
Hawaii	—				—
Idaho	Standardized Testing ITBS & TAP	3, 5, 7, 9	NRT	Proj.	
Illinois	IL Goal Assessment Program (IGAP)	3, 4, 6–8, 10, 11	NRT/CRT	Sh. Ans., Ext. Resp.	3 levels
Indiana	—				—
Iowa	—				—
Kansas	Kansas Open Assessment	5, 8, 11		Ext. Resp., Proj.	2 levels
Kentucky	KIRIS	5, 8, 11	CRT		4 levels
Louisiana	LA Graduation Exit Examination	11	CRT	Ext. Resp., Perf.	Pass/Fail
	Norm-Referenced Testing	4, 6	NRT	Sh. Ans., Ext. Resp.	
Maine	State Tests	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	
Maryland	MD Functional Testing Program	8–12	CRT	EMC, Sh. Ans.	2 levels
	MD School Perf. Assessment Program (MSPAP)	3, 5, 8	CRT		
Massachusetts	Massachusetts Educational Assessment Program	4, 8, 10	CRT	Ext. Resp.	
Michigan	—				—
Minnesota	—				—
Mississippi	Subject Area Testing Program (SATP)	11	CRT	EMC, Sh. Ans.	
Missouri	MO Mastery and Achievement Test (MMAT)	3–10	CRT		
Montana	Student Assessment Requirement	4, 8, 11	NRT		
Nebraska	—				—
Nevada	—				—
New Hampshire	NH Ed. Improvement and Assessment Program	6, 10	CRT	Sh. Ans., Ext. Resp.	
New Jersey	—				—
New Mexico	NM High School Competency Exam	10, 11, 12	CRT	Sh. Ans., Ext. Resp.	Pass/Fail
New York	Program Evaluation Tests	6, 8	CRT	Sh. Ans., Ext. Resp.	2 levels
	Regents Competency Tests	10, 11	CRT		Pass/Fail
	Regents Examination Programs	10, 11	CRT		
North Carolina	NC Testing Program	9	NRT/CRT		4 levels
North Dakota	CTBS-4	3, 6, 8, 11	NRT	Sh. Ans., Ext., Resp.	4 levels
Ohio	Fourth-/Sixth-/Twelfth-Grade Proficiency Testing	4, 6, 12	CRT	Sh. Ans., Ext. Resp.	3 levels
	Ninth-Grade Proficiency Testing	8–12			Pass/Fail
Oklahoma	Oklahoma Core Curriculum Tests	5, 8, 11			2 levels
	ITBS	3, 7	NRT		
Oregon	—				—
Pennsylvania	—				—
Rhode Island	—				—
South Carolina	—				—
South Dakota	Stanford Achievement Test, 8th Edition	4, 8, 11	NRT		4 levels
Tennessee	TCAP Achievement Test-NRT	2–8	NRT		Pass/Fail
Texas	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	8	CRT		2 levels

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Utah	Core Curriculum Testing (Perf. Assessment) Norm-Referenced Testing	1–12 5, 8, 11	CRT NRT	Perf.	
Vermont	—				—
Virginia	Virginia Student Assessment Program (VSAP-NRT)	4, 8, 11	NRT	Sh. Ans., Ext. Resp.	
Washington	Norm Reference	4, 8, 11	NRT		4 levels
West Virginia	Norm-Referenced Testing	3–11	NRT		
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT		4 levels
Wyoming	—				—
Total States	**27**		**NRT = 18** **CRT = 17**	**Sh. Ans. = 12** **Ext. Resp. = 13** **EMC = 2** **Perf. = 2** **Proj. = 2**	**21**

NOTES:

— = No state assessment

Type of test:
CRT = Criterion-referenced
NRT = Norm-referenced

Non-traditional exercises:
EMC = Enhanced multiple choice
Sh. Ans. = Short Answer
Ext. Resp. = Extended response
Port. = Portfolio
Perf. = Individual performance assessment
Proj. = Projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Standards for Teacher License

Standards for teachers define the knowledge and skills teacher should have to provide quality instruction to students at given age or grade levels and specific content areas. In the 1990s, states have responded to the strong support for standards for student learning by moving towards defining state standards for teachers.

The following table provides information on 31 states reporting teacher standards. All of the standards have been approved since 1984, and most have been revised and approved since 1994. Six states reported in 1998 that they were still in the development process for teacher standards. California reported "various approval dates that differ by field." Connecticut's standards become effective in July 2003, Iowa in 2001, South Dakota in 2000.

A majority of states (28) reported that their teacher standards apply to all teaching fields; 12 states reported specific fields for which teacher standards apply. The common fields with teacher standards in these states are: English/Language Arts, Math, Science, Social Studies, Arts, Foreign Languages, Elementary education, and Middle Grades education.

The CCSSO survey asked about the role of the CCSSO's INTASC standards (Interstate New Teacher Assessment and Standards Consortium), and 17 states reported that their teacher standards are based on the standards developed by INTASC. An additional page follows the table providing further explanation of teacher standards in several states.

Professional Development Requirements for Teacher License Renewal

The 1998 information on state requirements for professional development to renew or recertify teacher licenses was obtained from the detailed Manual for Preparation and Certification of Education Personnel compiled by the National Association of State Directors of Teacher Certification (NASDTEC, 1998). Currently, a total of 47 states have policies defining requirements for continuing professional development of teachers in order for teachers to be licensed by the state.

The 47 state policies outlined in the second following table can be compared to results from the 1992 survey which showed 41 states had a policy on professional development for license renewal, and the 1995 results when 43 states had such a policy. The norm for state requirements is 6 semester credits every five years, which is the policy in half the states. Several states specify higher requirements — North Carolina requires 15 credits every 5 years, Oregon requires 24 quarter hours for renewal in the initial 3 years, and Rhode Island requires 9 credits every 5 years.

Seven states require from 120 to 180 clock hours of development be completed every 5 years, while 4 states said they required continuing education units. Eight states allow for professional development choices, mostly between required credits, required units or required contact hours.

States Requiring Teacher Assessment for New License

An area of significant change in teacher certification policies beginning in the 1980s and continuing in the '90s is the increase in state-mandated assessments of new teacher knowledge and skills. Our 1998 survey of state policies asked states to indicate policies requiring written teacher assessments or performance assessments for obtaining a new teacher license.

The 1998 policies summary on the third following table shows a total of 38 states require a teacher assessment at some point in the certification and licensure of new teachers. Among the states with teacher assessments:

- 36 states assess "Basic skills,"
- 27 states assess "Professional knowledge of teaching" and
- 22 states assess "Subject matter knowledge."
- **A total of 28 states assess teachers with two or more of these components.**

The survey also covered state policies on teacher performance assessment. Results for 1998 show 8 states use portfolios, with four requiring the portfolio during the first or second year of teaching and several using the portfolio on completion of preservice education. The results also showed that 13 states require classroom observation as part of the assessment process for licensure. Four states (Connecticut, Kentucky, Oklahoma and Wisconsin) reported using both portfolio and classroom observation methods of performance assessment. Several states, including Arkansas and Ohio, reported that performance assessments are being developed.

College Major in Specific Academic Field

Many states have moved their policies on teacher licensure toward requiring teachers to have more subject knowledge preparation in the field they will be teaching. In the 1990s states established policies that require new teachers to have an undergraduate or graduate major in their chosen teaching field. These states are acting to prevent a path to teaching through completion of a bachelor's degree with a major in education, and not in a particular subject area. The fourth following table shows that 21 states have a policy requiring a major in their field of teaching, while another 10 require either a major or minor in the field. Some variations include "exam or approved program equal to major" and "competencies by subject and major." In most states, the requirement applies to teachers applying for secondary certification, which usually covers grades 7–12.

The 1998 totals indicate a slight increase from 1995 when CCSSO found that 19 states required a major in the field of teaching, and nine states required a major or minor in the teaching field.

In four states a major is required for teachers at all grades K–12 while most remaining policies cover middle and high school levels (7–12).

State Requirements in Core Fields for Elementary, Secondary, and Middle Grades Teacher License

The next three tables in this section outline the course credits required in core academic fields for state certification in specific grade levels and subjects — Elementary license, Secondary license in four academic fields, and Middle Grades license. These tables summarize only one portion of the requirements for a license, i.e. subject knowledge preparation. They do not outline other requirements teachers must complete for the teacher license or certification.

States policies for the **Elementary** license fall into five categories:

a) Minimum credits in core fields as defined by state
(12 states, e.g., Arizona)

b) Total number of course credits across from 5 to 8 fields
(13 states, e.g., Connecticut)

c) Meet state-defined standards
(7 states, e.g., Alabama)

d) Minimum credits in one field
(8 states, e.g., New Jersey)

e) Complete an approved teacher education program
(11 states, e.g., Colorado).

Secondary teacher license requirements include a specific number of course credits in the major teaching field in a majority of states (33). Eight states require a major or minor in the field, and Minnesota and Wyoming require an approved teacher education program and major in field.

Thirty-seven states grant **Middle Grades** teacher licenses, and the specific grade spans included are reported in the table. Similar to elementary certification requirements, the middle grades policies fall into several categories: minimum credits in core fields, total number of credits in several fields or one field, standards-based, or approved teacher education program.

Supervised Teaching Experience Requirements for State Certification

Most states specify a number of credits in supervised teaching experience or a specific time period of student teaching experience in order to receive teaching certification. A total of 22 states specify course credits that are required, ranging from 5 to 15 credits.

A total of 27 states require experience in terms of weeks, clock or contact hours, or days of student teaching time. Montana, New Hampshire, West Virginia and Wyoming stated that their requirements were based on approved programs, and Colorado's teaching time is both "extensive and intensive."

Ten states affirmed that experience with teaching special or exceptional students forms part of their supervised teaching experience requirement.

State Standards for Teacher Licensure, 1998

Question: Does your state license, or certify, teachers based on state standards for teachers?

STATE	Teacher Standards/ Date Approved	Standards apply to ALL fields	Standards specific to fields	Based on INTASC standards
Alabama	January 1997	X	E/LA, M, SSt, S, AR, FL, El Ed	Yes
Alaska	1994	X		Yes
Arizona	—			
Arkansas	Developing			
California	Various dates by field	X	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Colorado	1994	X		No
Connecticut	Effective July 1, 2003		E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Delaware	January 1998	X		
DoDEA	December 2, 1985 Amended 1986, 1988	X	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Dist. of Columbia	—			
Florida	Revised 1981, 1988, 1997	X		
Georgia	—			
Guam	—	X	M Ed, O	—
Hawaii	Developing	X		Yes
Idaho	Pending 1998	X		No
Illinois	Developing	X	Core standards and teaching fields	Yes
Indiana	—			
Iowa	Fall 1998, effective 2001		Early Childhood	Yes
Kansas	Developing	X		Yes
Kentucky	January 1, 1998	X		Interrelated
Louisiana	X	X	Apply to all fields	Comparable
Maine	X			No
Maryland	November 1995	X		
Massachusetts	October 1994		E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Michigan	August 1993; Rev. July 1998		Entry-level approved; many endorsement areas	
Minnesota	Pending 1998		E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	Yes
Mississippi	July 1997	X		No
Missouri	February 1997	X		Yes
Montana	None			
Nebraska			Rule 24: specific fields	No
Nevada	None			
New Hampshire	Every 8 years		E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
New Jersey	—			
New Mexico	1986-1989; revising	X	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
New York	—			
North Carolina	May 1998		All teaching fields	
North Dakota	Tch. Ed.		Apply to teacher education	Yes
Ohio	November 1996	X		Yes
Oklahoma	1997	X	E/LA, M, SSt, S, AR, FL, El Ed, M O	Yes
Oregon	1996	X	El Ed, M Ed, O	No
Pennsylvania	1984	X	E/LA, M, SSt, S, AR, FL, El Ed, O	No
Rhode Island	June 1998	X		Yes
South Carolina	—			
South Dakota	Summer 1998, effective 2000		E/LA, M, SSt, S, AR, FL, El Ed, M Ed	Yes
Tennessee	None			

State Standards for Teacher Licensure (cont'd)

STATE	Teacher Standards/ Date Approved	Standards apply to ALL fields	Standards specific to fields	Based on INTASC standards
Texas	Spring 1994	X		Yes
Utah	January 1998-continually updated	X		No
Vermont	—			
Virgin Islands	Developing	X		No
Virginia	Program standards—1994; New Competencies for Licensure, 1998	X		No
Washington	1997-98 (revision)	X		Yes
West Virginia	June 1997	X	E/LA, M, SSt, S, AR, FL, El Ed, M Ed, O	No
Wisconsin	Developing			Yes
Wyoming	1988	X		No

NOTES:

Approved =	Yes, teacher standards approved; date approved by state board	E/LA =	English/Language Arts	FL =	Foreign Language
		M =	Mathematics	El Ed =	Elementary Education
Developing =	Yes, standards in draft or developing	SSt =	Social Studies	M Ed =	Middle Grades Education
		S =	Science	O =	Other
INTASC =	Interstate New Teacher Assessment and Support Consortium	AR =	Arts	— =	State did not respond

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Further Information on State Standards for Teacher Licensure

Alabama: Based on INTASC standards; Arts=Art, Music; Other. See Supp. No. 97-2

California: Some standards are generic; others are subject specific; Other—Teaching English Learners

Colorado: INTASC standards were considered in the adoption of Colorado standards

Connecticut: Also Early Childhood

DoDEA: Also Special Education, Secondary Education, ESL, K, EC

Florida: Standards include Basic Skills, Professional Education and Content Area

Guam: Also ESL, Vocational Education

Idaho: Currently, state standards for becoming certified are found in the State Board of Education-approved Certification Manual

Illinois: There will be core standards and standards for teaching fields. An advisory group will make recommendation regarding which areas

Kansas: Standards have been developed but have not been approved by the Kansas Board of Education

Louisiana: "Louisiana Components for Effective Teaching" are used in the new State Teacher Assessment Program

Massachusetts: Specific content standards for all 31 classroom teaching certificates

Minnesota: New standards to be adopted in 1998 are based on INTASC standards

New Hampshire: M Ed = Middle Grades-specific in Math, Social Studies; many more

New Mexico: Technology Ed.; Health; Physical Ed.; Reading; TESOL; Business Ed.; Bilingual Ed.; Family and Consumer Science; Agriculture; and Music

North Dakota: Education Standards and Practices Board (ESPB) approval standards for professional pedagogy that apply to all disciplines in the teacher education unit and also standards for all individual program areas. Standards take into account INTASC, NCATE Curriculum Guidelines, and professional organization standards

Oklahoma: General competencies apply to all fields; full competencies apply to specific fields; Re: Full Subject Matter Competencies for Licensure and Certification

Oregon: Early Childhood Education and High School

Pennsylvania: Science (5 fields); Plus 18 others

South Dakota: Include special education, early childhood, music, physical education

West Virginia: Uses multiple criteria rather than a single set of standards, Sec. 7,3,1 (p.5) in Policy 5100.; Appendix D (p.33) in Policy 5100

Professional Development Requirements for Teacher License Renewal/Recertification, 1998

STATE	
Alabama*	3 yrs. ed. experience & 5 CEUs of prof. dev. or 3 sem. hrs of allow. credit or 5 allow. CEUs & 3 sem. hrs. credit or 6 sem. hrs. allow. credit
Alaska	6 semester cr., 3 in upper division graduate levels
Arizona*	180 clock hours of prof. growth every 6 years
Arkansas	6 semester cr. & NTE sub-area exam passing scores
California	150 clock hours in an individual program of professional development every 5 years
Colorado	Portfolio of professional development experiences
Connecticut	9 cr. of CEU activities or 6 graduate level credits; 90 contact hours
Delaware	6 semester cr. refresher every 5 years or 3 years full-time teaching during 5-year period
Dist. of Columbia	6 credits every 5 years (renewal of prof. license requirements under review)
DoDEA (1996)	6 semester cr. every 6 years—3 of 6 must apply to current teaching category
Florida	6 semester cr. every 5 years or 120 staff dev. units
Georgia*	6 semester cr. or 10 staff development units every 5 years
Hawaii	—
Idaho	6 semester cr. every 5 years, 3 of which may be inservice
Illinois	—
Indiana	6 sem. cr. of approv. academic credit every 5 years or 90 continuing renewal units
Iowa*	6 semester cr. every 5 years
Kansas	8 semester cr. (B.A), 6 semester cr. (M.A) every 5 years
Kentucky*	3 years or 6 semester cr. every 5 years
Louisiana*	one semester of teaching every 5 years
Maine	6 semester cr. of approved study
Maryland*	6 semester cr. acceptable credit (1st 3 years); subsequent 7 years 30 semester hours acceptable credit
Massachusetts*	120 professional development points
Michigan	6 semester cr. or 18 state board CEUs
Minnesota	125 clock hours
Mississippi*	Staff development
Missouri	6 semester cr. plus 30 clock hours of inservice, plus 3 years teaching experience
Montana	4 semester cr. every 5 years
Nebraska	2 years experience, or 6 semester cr. every 7 years
Nevada	6 semester cr. every 5 years
New Hampshire*	50 clock hours
New Jersey	—
New Mexico	—
New York	—
North Carolina	15 credits every 5 years
North Dakota	4 semester cr. every 5 years
Ohio	18 CEUs to renew 4 yr. cert. reduced by 1 sem. cr/ 3 CEUs for teaching each yr. up to 4 yrs. under the certificate
Oklahoma	Teach 3 of 5 years during valid certification; or 75 staff development hours or 5 semester credits
Oregon	24 qtr. hrs. of upper div. or graduate prep. for first renewal after 3 yrs; add. 21 qtr. hrs. for second renewal after 5 yrs; then 1 yr. of experience or 9 qtr. hrs. every 5 yrs.
Pennsylvania*	6 semester cr. every 5 years
Rhode Island	9 semester cr. every 5 years
South Carolina	6 semester cr.
South Dakota	6 semester cr. every 5 years
Tennessee	6 semester cr.
Texas	—
Utah*	6 semester cr. or 9 quarter cr. every 5 years
Vermont	9 credits every 7 years
Virginia	180 professional development points every 5 years
Virgin Islands	Renew after 3 yrs, or 2 yrs absence. Attend refresher courses, conferences, workshops, seminars
Washington	150 clock hours every 5 years
West Virginia	6 semester cr. of renew. credit or MA + 30 salary classification
Wisconsin	6 semester cr. every 5 years or 30 clock hrs professional development per 1 cr.
Wyoming	5 semester cr. every 5 years

NOTES:

— No State Policy for Renewal or Recertification

"*" represents change since 1996

Source: NASDTEC Manual on the Preparation and Certificaton of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

States Requiring Teacher Assessment for New License, 1998

	WRITTEN TEST–AREAS INCLUDED–NAME OF TEST				PERFORMANCE ASSESSMENT		
STATE	Basic Skills	Professional Knowledge of teaching	Subject Matter Knowledge	Portfolio	At what point in licensure process?	Classroom Observation	At what point in licensure process?
Alabama	X	X	(by institution)				
Alaska	Praxis I	Proposed	TTK				
Arizona (1994)							
Arkansas	PPST	Professional Knowledge/NTE	NTE Subj. Area		— *Developing* —		
California	CBEST	RICA	MSAT, SSAT PRAXIS				
Colorado	PLACE	PLACE	PLACE	X	Exit preservice		
Connecticut	Praxis I-CBT	Praxis II	Praxis II	X	Initial 2 years	X	Initial 2 years
Delaware	Praxis I				Initial 2 years		
DoDEA	CS/PPST	X					
Dist. of Columbia (1996)							
Florida	College-Level Academic Skills Test	Yes	Yes	X		X	
Georgia (1996)							
Guam	Guam Educator's Test for English Proficiency					X	Required in the Teacher Eval. Program
Hawaii	Praxis I	Praxis II	PRAXIS Subject Assessments				
Idaho	No						
Illinois	X						
Indiana							
Iowa	No						
Kansas	PPST	Professional Knowledge/NTE					
Kentucky (1996)	Core battery	Core battery	Praxis II	X	In-prep. program	X	In-prep. program
Louisiana	NTE-General	NTE-Professional Knowledge	NTE-Subject Tests				
Maine	National Teacher Exam						
Maryland	Praxis I	Praxis II	Praxis II Subj. Assess.				
Massachusetts	Mass. Teacher Test	Mass. Teacher Test				X	Teacher Prep
Michigan	MTTC		MTTC		— *None* —		
Minnesota	Praxis I						
Mississippi		Praxis II PLT	Praxis II Subject Area	X	During 1st year		
Missouri	College Basic Academic Subj. Exam	Praxis II Content Knowledge					
Montana	PPST/CBT						
Nebraska	PPST or CBT or CMEE				— *None* —		
Nevada	Praxis I	Praxis II	35 subject matter tests				
New Hampshire	Praxis I (9/1/98)	Praxis II (7/1/99)					
New Jersey (1996)							
New Mexico	Core Battery of the NTE	Core Battery of the NTE				X	Renewal license
New York (1996)							
North Carolina	PPST	PLT	NTE/Praxis	X	Initial 2 years	X	Initial 2 years

States Requiring Teacher Assessment for New License (cont'd)

STATE	WRITTEN TEST–AREAS INCLUDED–NAME OF TEST: Basic Skills	Professional Knowledge of teaching	Subject Matter Knowledge	PERFORMANCE ASSESSMENT: Portfolio	At what point in licensure process?	Classroom Observation	At what point in licensure process?
North Dakota	(by institution)						
Ohio		Praxis II	Praxis II	— *Planning performance assessment* —			
Oklahoma	Oklahoma General Education Test	Oklahoma Professional Teaching Exam	Oklahoma Subject Area Tests	X	Initial licensure	X	Teacher prep
Oregon	CBEJT or Praxis I	Praxis II	Praxis II			X	Minimum visits by supervisors specified
Pennsylvania	Communication Skills	Principles of Learning & Teaching	Praxis Series				
Rhode Island	National Teacher Exam	National Teacher Exam					
South Carolina							
South Dakota	No						
Tennessee	NTE/Praxis (for admittance)	NTE/Praxis Prof. knowledge	NTE/Praxis Specialty Test			X	Teacher prep
Texas	Texas Academic Skills Program (TASP) Test	Examination for Certification of Educators in Texas (ExCET)	Examination for Certification of Educators in Texas (ExCET)				
Utah	No					X	Initial 2 years
Vermont (1996)							
Virgin Islands	Praxis I						
Virginia	Praxis I	Principles of Learning & Teaching	Praxis II			X	Student teaching
Washington	No					X	Classroom experiences
West Virginia	Praxis I	Praxis II	Praxis II			X	Student teaching
Wisconsin	Praxis I, PPST			X		X	
Wyoming	No						

NOTES:

Praxis I/PPST = Pre-Professional Skills Test

Praxis II/PLT = Principles of Learning and Teaching

NTE = National Teacher Exam

Alabama: Test is designed by the preparing institution to cover the content of the program

California: Professional knowledge of teaching reading

Colorado: PLACE, Liberal Arts and Sciences

DoDEA: Test of Communication Skills (CS) or Pre-Professional Skills Test (PPST)

One year successful teacher experience at time of application

Illinois: Beginning January 1, 1999 the State Board of Education will design a new testing system for teachers. Assessments will be administered prior to issuing the initial certificate and prior to issuing the Standard certificate. The assessments may be performance-based.

Louisiana: Currently transitioning to PRAXIS I and PRAXIS II

North Dakota: Some ND institutions require NTE, many require the PPST. Many state institutions already require performance assessments including portfolios.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

College Major in Specific Academic Field Required for State Teacher Certification/License, 1998

State	Major in Required Field *(i.e., not major in Education)*	Teacher Grade Level
Alabama	State knowledge/Ability req.'s	K–12
Alaska	Major	7–12
American Samoa	Major	9–12
Arizona	Academic subjects	Secondary
Arkansas	Major or Minor	Secondary
California	Exam or Approved Program Equal to Major	K–12
Colorado	Major	Middle, Secondary
Connecticut	Major	K–12 (Elem: subject or interdis.)
Delaware	Major	Secondary
Dist. of Columbia	Major	Secondary & Middle
DoDEA		
Florida	Major (30 sem. hours in content)	Secondary and select PK–12
Georgia	Major	Secondary and select PK–12
Hawaii	Major	7–12
Idaho	Major or Minor	7–12
Illinois	Major	Secondary
Indiana	Major or Minor	Secondary
Iowa	Major	Secondary
Kansas	Standards-based	K–12
Kentucky	Major	Middle, High school
Louisiana	Credits in subject	Secondary
Maine	Major	Secondary
Maryland	Credit by subject	Secondary
Massachusetts	Yes	Middle, Secondary
Michigan	Major & Minor	Secondary
Minnesota	Major	7–12
Mississippi	Credits by subject	7–12
Missouri	Credits by subject	
Montana	Major & Minor	Secondary
Nebraska	Major	Secondary
Nevada	Major	Secondary
New Hampshire	Major	Secondary
New Jersey	Major	Secondary
New Mexico	Credits by subject	9–12
New York	Competencies by subject	
North Carolina	Major	
Northa Dakota	Major or Minor	7–12
Ohio	Credits by subject	
Oklahoma	Credits by subject	7–12
Oregon	Credits by subject	
Pennsylvania	Major	Secondary
Puerto Rico	Major	4–6 / 7–12
Rhode Island	Credits by subject	
South Carolina	Yes	9–12
South Dakota	Yes	9–12
Tennessee	Credits by subject	
Texas	Major or Minor	Secondary
Utah	Major or Minor	6–12
Vermont	Competency-based	
Virginia	Competencies by subject and major	
Virgin Islands	Yes, secondary	7–12
Washington	Credits by subject	
West Virginia	Job-related objectives	
Wisconsin	Major or Minor	Middle, High; 6–12
Wyoming	Major	7–12

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998–99. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

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Elementary Teachers: State Requirements in Core Fields for Elementary License, 1998

State	COURSE CREDITS IN FIELD: English/ Lang. Arts	Math	Science	Social Studies	Other	Elementary License Grades
Alabama			*Meet state knowledge/ability rules*			1–6
Alaska			*Institution–specific*			K–8
Arizona	6 (Reading)	6	8		9 Arts plus 18 cr. in field	K–8
Arkansas	12	9	9	12		1–6
California	20	12	16	16	8 Arts plus other 12	
Colorado			*Approved Program*			K–6
Connecticut			*39 cr. in 5 of 6 areas & Major*	3		K–6
Delaware	9	9	12	9	6 Arts	K–4, 5–8
Dist. of Columbia			*60 hours in 7 areas*			1–6
DoDEA	—	—	—	—		1–8
Florida			*None*			
Georgia			*30 credits in 5 areas*			PreK–8
Hawaii			*Approved Program*			K–6
Idaho			*44 cr. in 7 areas*			K–8
Illinois	12	6	12	12		K–9
Indiana	9	6	6	6		1–6, 7/8
Iowa			*Major/minor in 1 field or 12 cr. interdisp.*			K–6
Kansas			*Standards-based*			K–9
Kentucky			*Standards-based*			P–5
Louisiana			*55 cr. in gen. ed*			
Maine	6	6	6	6	60 cr. total	K–8
Maryland	9	12	12	9		K–8
Massachusetts			*Major in 1 field (24 credits)*			1–6
Michigan			*Major or 3 minors*			K–5/8
Minnesota			*Approved Program & Elem. or Sec. license*			1–6
Mississippi	12	— 21 (Math and Science) —		12	6 Arts	K–4
Missouri			*Approved Program*	2		1–8
Montana			*Approved Program*			K–8
Nebraska			*Approved Program*			K–8
Nevada			*Elementary Ed. degree*			
New Hampshire			*Courses in each subject taught*			K–8
New Jersey			*30 cr. in 1 field*			
New Mexico			*24-36 cr. in 1 field*			—
New York	6	6	6	6	plus 36 cr. in a field	
North Carolina			*Competencies by subject*			
North Dakota			*None*			1–8
Ohio			*30 credits in 1 field*	30		1–8
Oklahoma			*24-40 sem. hours in 8 areas*			1–8
Oregon	18 qtr.	12 qtr.	9 qtr.	9 qtr.	3 qtr. Health, PE, Music	PreK–9
Pennsylvania			*Approved Teacher Ed. Program*			K–6
Puerto Rico			*Not reported*			K–6
Rhode Island			*Approved Program*			1–6
South Carolina	—	—	—	—		
South Dakota	7	6	4	7		K–8
Tennessee			*(No state subject req.'s)*			
Texas			*18-24 cr. in 1 field*			K–8
Utah			*45 qtr/30 sem. cr. in teaching fields*			1–8
Vermont			*(No state subject req.'s)*			K–6
Virginia			*Program approval standards*			PreK–3, PreK–6
Virgin Islands			*36 credits in 1 field*			K–6
Washington			*Subject endorsements can be added*			K–8
West Virginia			*Competence verification in 8 fields*			K–8
Wisconsin			*Minor in 1 field*			PreK–3, 1–6
Wyoming			*Approved teacher preparation program*			K–8

NOTES:

"—" No state requirement. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998–99.

Secondary Teachers: State Requirements for License in English/Language Arts, Mathematics, Science, Social Studies, 1998

State	COURSE CREDITS IN FIELD					
	English/ Lang. Arts	Math	Broad Field Science	Biology Chemistry Physics Earth Science	Social Science	History Economics Pol. Sci. Geography
Alabama	*State knowledge/ability rules*					
Alaska	*Institution-specific*					
Arizona	30	30	30	30	30	30
Arkansas	*Major or Minor*					
California	45	45	60	30	45	45
Colorado	*Major required*					
Connecticut	30	30	30	30	30	30(H)
Delaware	36	36	—	42 (b,es) 45 (c,p)	48	—
Dist. of Columbia	36	33	30	30	33	24
DoDEA (1996 data)	24	24	24	24	24	—
Florida	*Major (30 sem. hrs. specific content)*					
Georgia	*Major required*					
Hawaii	*Major required*					
Idaho	20	20	20	20	20	20
Illinois	32	32	32	32	—	32
Indiana	36	36	36	36	—	36
Iowa	24	24	24	24	24	15
Kansas	*Standards-based*					
Kentucky	*Standards-based*					
Louisiana	*15-50 sem. hrs. in subject area*					
Maine	36	36	—	36 (life, phy.)	18	—
Maryland	36	36	—	36	36	26-36
Massachusetts	36	36	36	36	—	24
Michigan	36	30	36	30	36	30
Minnesota	*Major & Approved Program*					
Mississippi	*Credits specific to field*					
Missouri	30	30	30	20	40	—
Montana	30/20	30/20	40	30/20	40	30/20
Nebraska	30	30	59	24	60	36
Nevada	36/24	36/24	36/24	36/24	36/24	36/24
New Hampshire	*Major required in core subjects*					
New Jersey	*Major in subject*					
New Mexico	24-36	24-36	24-36	—	24-36	—
New York	36	36	—	36	36	—
North Carolina	*Approved Program/Competencies in subject*					
North Dakota	30	30	—	30	—	30
Ohio	60	30	60	30	—	30
Oklahoma	24-40	24-40	24-40	24-40	24-40	24-40
Oregon	*24-48 cr. or subject exam*				—	
Pennsylvania	*Approved Teacher Ed. Program & Major*					
Puerto Rico	*Major in subject*					
Rhode Island	30	30	30	30	—	30
South Carolina	30	30	30	30/12	30	30
South Dakota	21	18	21	12 (b,c,p) 18 (es)	24	18
Tennessee	36 qtr.	36 qtr.	48	24 qtr.	—	24
Texas	24	24	48	24	24	24
Utah	45 qtr.	45 qtr.	—	69 (b,es) 45 (c,p) qtr.	69	45
Vermont	*Competency-based program*					
Virginia	36	36	—	32	51	—
Virgin Islands	36	36	36	36	36	36
Washington	45/24 qtr.	24 qtr.	45 qtr.	24 qtr.	45	24
West Virginia	*Job-related objectives*					
Wisconsin	34	34	54	34	54	34
Wyoming	*Approv. program & major*					

NOTES: "—" No state requirement. 30/20 = major or minor. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99. Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Middle Grade Teachers: State Requirements in Core Fields for Middle Grades License, 1998

STATE	Middle Grades Certification	COURSE CREDITS IN FIELD: English/ Lang. Arts	Math	Science	Social Studies	Other
Alabama	4-8			*27-39 cr. in 1 field*		
Alaska	6-9			*Institution-specific*		
Arizona	No					
Arkansas	5-8			*18 cr. in 1 field*		
California	Yes	20	12	16	16	20
Colorado	5-9			*Major in subject*		
Connecticut	4-8			*39 cr. in 5 of 6 areas & major + 3 History*		
Delaware	5-8	9	9	12	9 History, Geog.	6 Arts
Dist. of Columbia	4-8			*Major in subject assigned*		
DoDEA (1996 data)	5-8	18	18	18	18	
Florida	5-9	18	18	18	18	
Georgia	4-8			*30 sem. hrs in subjects*		
Hawaii	Yes					
Idaho	No					
Illinois	5-8			*18 cr. in subject assigned*		
Indiana	5-9			*18 cr. in 1 field*		
Iowa	No					
Kansas	5-9			*Standards-Based*		
Kentucky	5-9			*Standards-Based*		
Louisiana	Yes			*55 semester cr. in general education*		
Maine	K-8	6	6	6	6	60 cr. total
Maryland	No					
Massachusetts	5-9			*Major in 1 field (24 credits)*		
Michigan	Yes			*18 semester cr. in planned program*		
Minnesota	5-9			*Approved Program & Elem. or Sec. License*		
Mississippi	4-8			*18 semester cr. in each of 2 fields*		
Missouri	No					
Montana	No					
Nebraska	No					
Nevada	No					
New Hampshire	Yes			*Major in subject*		
New Jersey	No					
New Mexico	Yes			*24 to 36 sem. cr. in 1 field, 12 in upper div.*		
New York	Yes			*36 semester cr. in subject*		
North Carolina	6-9			*Subject-specific concentration (18 sem. hrs.)*		
North Dakota	No					
Ohio	5-9	30	20	20	20	45 cr. in 2 areas
Oklahoma	7-8			*18 cr. in 1 field*		
Oregon	No					
Pennsylvania	No					
Puerto Rico	No					
Rhode Island	No					
South Carolina	No					
South Dakota	5-8	15	12	12	12	
Tennessee	Yes			*Specific competencies*		
Texas	No					
Utah	Yes			*Major or minor in subject taught*		
Vermont	5-8			*2 academic minors (18 cr. each)*		
Virginia	6-8	21	21	21	21	
Virgin Islands	—					
Washington	Yes					
West Virginia	5-8			*Job-related objectives*		
Wisconsin	5-9			*Major or minor in subject taught*		
Wyoming	5-9			*Integrated program/competencies*		

NOTES:

"—" No state course credit requirement. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.

Supervised Teaching Experience Requirements for State Certification, 1998

State	Required Credits	Student Teaching Time	Experience with Special/Exceptional Students
Alabama	9	12 weeks	
Alaska	12	10 weeks, full-time	
Arizona	8		
Arkansas	6	12 weeks	
California	12-15	1 sem./16 weeks	
Colorado	—	Extensive & Intensive	Yes
Connecticut	6-12	10 weeks	
Delaware	9	9 weeks	
Dist. of Columbia	6	9 weeks	
DoDEA			
Florida	6		
Georgia		10 weeks	Yes
Hawaii	—	9-18 weeks	
Idaho	6	10 sec., 16 elem.	
Illinois	5	8 weeks	
Indiana	—	10 weeks	
Iowa	—	12 weeks	
Kansas	—	10 weeks	
Kentucky	—	12 weeks	
Louisiana	9	180 clock hours	
Maine	—	15 weeks	
Maryland	—	12-15 weeks	
Massachusetts	—	150 clock hours	
Michigan	6	180 clock hours	
Minnesota	—	1 quarter	Yes
Mississippi	—	12 weeks	
Missouri	10		
Montana	App. Prog.	10-15 weeks	
Nebraska	—	14 weeks	
Nevada	8	8 weeks	
New Hampshire	App. Prog.		Yes
New Jersey	—	16 weeks	
New Mexico	6-12	180 contact hours	
New York	—	1 year	
North Carolina	—	10 weeks	Yes
North Dakota	—	10 weeks	
N. Mariana Islands	12	15 weeks	
Ohio	—	10 weeks	Yes
Oklahoma	—	12 weeks	
Oregon	—	15 weeks	Yes
Pennsylvania	—	12 weeks	
Puerto Rico			
Rhode Island	6	300 clock hours	
South Carolina	—	60 full days	
South Dakota	—	10 weeks	
Tennessee	4	15 weeks	Yes
Texas	6	10 weeks	
Utah	15 qtr	1 qr. or sem., full-time	
Vermont	—	12 weeks	
Virginia	—	10 weeks	
Virgin Islands	6-9	14 weeks	
Washington	—	8 weeks	Yes
West Virginia	App. Prog.	By institution	
Wisconsin	—	18 weeks	
Wyoming	App. Prog.		Yes

NOTES:

Credits = semester credits, unless quarter specified

"—" No state requirement

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Standards for School Leader/Administrator License

In 1998, 39 states reported a state policy for licensing school leaders or administrators based on state standards. The following table shows that most of the states have approved their standards within the past five years. Four states are still in the development process, with South Dakota's becoming effective in 2000 and Connecticut's in 2003. Arkansas is revising its standards.

The model standards developed by the Interstate School Leader Licensing Consortium (ISLLC), a project developed by CCSSO, formed the basis for standards in 18 states. New Mexico and North Dakota used both ISLLC and NCATE standards.

State Assessment for School Leader Licensure

The second table following reports on state policies concerning use of assessments for licensing leaders or administrators. Among the states with standards for leaders, 20 states report use of a state assessment in approving candidates for licensure. Five states use the ISLLC-developed assessment either solely or in conjunction with other assessments. A number of states are still in the development or planning stage for school leader assessment.

State Standards for School Leader/Administrator Licensure, 1998

Question: Does your state license school leaders or administrators based on state standards?

STATE	Leader Standards Date Approved*	Based on ISLLC standards
Alabama	January 1997	Close correlation
Alaska	1997	Yes
Arizona	—	—
Arkansas	1990 (being revised)	No
California	1994	No
Colorado	1994	No
Connecticut	Effective 2003	Yes
Delaware	January 1998	Yes
DoDEA	March 1998	No
Dist. of Columbia	—	—
Florida	Revised 1986, 1988	No
Georgia	—	—
Guam	None	
Hawaii	Developing Fall 1999	—
Idaho	Approved	
Illinois	Developing	Yes
Indiana	—	—
Iowa	Developing	Will be
Kansas	Developing	Yes
Kentucky	July 1998	Yes
Louisiana	June 1998	Yes
Maine	Approved	
Maryland	November 1995; January 1998	Yes
Massachusetts	October 1994	No
Michigan	—	
Minnesota	1997	Yes
Mississippi	June 1997	Yes
Missouri	Spring 1998	Yes
Montana	—	No
Nebraska	Approved	No
Nevada	No	—
New Hampshire	Every 10 years—Expire	No
New Jersey	—	—
New Mexico	Revised Fall 1997	Yes, plus NCATE
New York	—	—
North Carolina	1997	Yes
North Dakota	5 years	Yes, plus NCATE
Ohio	November 1996	Yes
Oklahoma	1997	Yes
Oregon	1997	No
Pennsylvania	1984	No
Rhode Island	June 1998	Yes
South Carolina	—	—
South Dakota	Summer 1998, Effective 2000	No
Tennessee	No	—
Texas	Spring 1994	Yes
Utah	1995	No
Vermont	—	—
Virgin Islands	No	Developing
Virginia	January 1998	Yes
Washington	January 1997	Yes
West Virginia	June 1997	No
Wisconsin	1986	In process
Wyoming	1988	No

NOTES:

*Date Approved = Yes, standards approved; date approved by state board.
Developing = Yes, draft or developing standards
"—" = No response
ISLLC = Interstate School Leaders Licensure Consortium
NCATE = National Council for Accreditation of Teacher Education

Iowa: Under discussion
Louisiana: Developing standards
Montana: Use state's administrative rules and criteria.

North Dakota: The ESPB develops the standards for graduate and undergraduate programs including those for educational leadership, and issues licensure based on those standards.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

State Assessment for School Leader/Administrator Licensure, 1998

Question: For school leader/administrator licensure, does your state require an assessment?

STATE	Source/Name of Assessment
Alabama	University-designed
Alaska	ISLLC, SLLA (Plan)
Arizona	
Arkansas	Praxis I (Ed. Leadership)
California	(Planning)
Colorado	PLACE (Plan)
Connecticut	ISLLC, Praxis I-CBT, Portfolio (Plan)
Delaware	
DoDEA	(Planning)
Dist. of Columbia	
Florida	Educational Leadership Examination
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	Illinois Certification Testing System
Indiana	
Iowa	
Kansas	
Kentucky	KY Specialty Test of Inst. and Admin. Practices (state); Test of Ed. Admin. and Supervision (national)
Louisiana	NTE
Maine	Portfolio (an option)
Maryland	School Leader Licensure Assessment (principals only)
Massachusetts	
Michigan	
Minnesota	
Mississippi	ISLLC, Portfolio
Missouri	ISLLC, NASSP
Montana	
Nebraska	
Nevada	PRAXIS-admin.
New Hampshire	
New Jersey	
New Mexico	
New York	
North Carolina	ISLLC
North Dakota	
Ohio	EIS-PRAXIS
Oklahoma	Portfolio, Oklahoma Subject Area Test
Oregon	PRAXIS-admin.
Pennsylvania	
Rhode Island	Portfolio (Plan)
South Carolina	
South Dakota	
Tennessee	NTE Specialty Test in Educational Leadership and Core Battery
Texas	ExCET for Administrators
Utah	
Vermont	
Virgin Islands	
Virginia	NASSP, Assessments of Institutions
Washington	
West Virginia	PRAXIS-admin.
Wisconsin	
Wyoming	Interviews, on-site assessment

NOTES:

ISLLC = Interstate School Leaders Licensure Consortium

NTE = National Teachers Exam

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Length of School Year

The totals for the following table indicate that 38 states require 180 days or more of school, and 10 states require between 175 and 179 days. Three states express their policy in total hours only, and 14 states list requirements in both days and hours. These states tended to disaggregate the hours according to grade levels. The total number of hours required at the elementary level ranged from 720 to 1080. Approximately half of the states have a policy allowing slightly fewer days of school with approved exceptions.

Year-Round School: State Policies and District Practices

The second table following shows that in 1998, 15 states reported having a state policy regarding year-round school. In 1996, 14 states reported a state policy was in place.

A total of 35 states reported that one or more districts or schools were operating year-round schools in 1998. The table shows the number of districts or schools that were known by state officials to be operating year-round schools. In 1996, a total of 34 states reported having one or more districts with year-round schools.

Five states submitted definitions of year-round school, including Arkansas — "12-month school with no more than 6 weeks' vacation;" and, New Mexico — "10-, 11-, 12-month calendar permitting attendance on a staggered schedule."

School Student Attendance Requirements

The third table following reports state policies on school attendance. The age at which students *must enter school* ranges from 5 to 8 years, according to state policies. There are slight changes over the past two years:

	1998	1996
Age 5	10 states	9
Age 6	24 states	22
Age 7	19 states	20
Age 8	2 states	2

The age at which students *may enter Kindergarten* is age 5 according to state policies in all states except five states in which local districts set the entrance age. The *cut-off date* for the 5th birthday prior to entering Kindergarten varies from June 1 to January 1:

Before August 31	3 states
Aug. 31 – September 2	23 states
Sept. 10 – October 1	10 states
Oct. 15 – January 1	13 states

The age to which students *must remain in school* ranges from age 16 to 18.

To age 16	33 states
To age 17	6 states
To age 18	16 states

Two policy changes were made since 1996. Texas increased its age requirement to 18, up from 17 in 1996, while Kansas now says students must remain in school until 18 or receive a waiver, as compared to age 16 previously.

Kindergarten Programs: State Policies

The current state policies establishing kindergarten programs are summarized on the fourth table in this section. Forty-six of the states and extra-state jurisdictions require that half-day and/or full-day kindergarten be offered. Nine states do not have a statewide policy.

The kindergarten policies across the states can be summarized as follows:

Districts Must Offer	Attendance required	Not required
Full-Day Program	6 states	10 states
Half-Day Program	12 states	18 states

Length of School Day

The fifth table following lists existing state policies on time per school day. In grades one to six, 46 states require 4 hours or more per day; 43 states require 5 hours or more for grades 7 to 8; and 23 states require 6 or more hours in grades 9 to 12.

State differences on this policy include: Connecticut eliminated length of school day policy; Montana has an annual aggregated hours requirement; and seven states (Hawaii, Kentucky, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee) have the same hour requirements across all levels.

Length of School Year — State Policies In Number of Days or Total Hours, 1998

STATE	In Days	In Hours	In Days After Approved Exceptions	In Hours After Approved Exceptions
Alabama	175	–	–	–
Alaska	180	–		
American Samoa (1996 data)	180			
Arizona (1994 data)	175	–	–	–
Arkansas	178	–	–	–
California	175*	–	163*	
Colorado	–	1080	–	–
Connecticut	180	900 (1)	180	–
Delaware	–	1060	–	–
Dist. of Columbia (1996 data)	180	–		
DoDEA	183	–	175	
Florida	180	–	–	900
Georgia (1996 data)	180	–	176	
Guam	–	990	–	–
Hawaii	184	–	–	–
Idaho	180	990	–	–
Illinois	180	–	–	–
Indiana	180	K–6: 900, 7–12: 1080*		
Iowa	180	–	–	–
Kansas	186	1116	181 (gr. 12 seniors)	1086 (gr. 12)
Kentucky	175	–	–	
Louisiana*	175		–	
Maine	175		170 (gr. 12)*	
Maryland	180	E: 1080, S: 1170(1)	(1)	
Massachusetts	180	E: 900, S: 990	168*	
Michigan	180	990	178	–
Minnesota		*Varies by district for FY99**		
Mississippi	180	–	–	–
Missouri	174	1044	(1)	1032
Montana	180	K: 360, 1–3: 720, 4–12: 1080*	–	–
Nebraska	–	K: 400, E: 1032, H: 1080	(1)	(1)
Nevada	180	–	165*	–
New Hampshire	180	–	(1)	(1)
New Jersey (1996 data)	180	–	–	–
New Mexico	180	K: 450, 1–6:990, 7–12: 1080*	145 (4–day wk.)	–
New York (1996 data)	180	–	175	–
North Carolina	180	1000	177	–
North Dakota	173	–	(1)	–
N. Mariana Islands (1996 data)	–	–	–	–
Ohio	182	–	177	–
Oklahoma	180	1080	(1)	(1)
Oregon	–	K: 405; 1–3: 810; 4–8: 900; 9–12: 990		
Pennsylvania	180	E: 900; S: 990	–	–
Puerto Rico (1996 data)	180	1080	–	–
Rhode Island	180	–	180*	–
South Carolina (1996 data)	180	–	–	–
South Dakota	175	962.5	172	–
Tennessee	180	–	–	–
Texas	187*	–	(1)	–
Utah	180	990	172*	
Vermont (1996 data)	175			
Virginia	180	990		
Virgin Islands	180	E: 905; S: 976	–	–
Washington	180	K: 450; 1–3: 2700; 4–6: 2970; 7–8: 1980; 9–12: 4320	177	
West Virginia	180	–	178	–
Wisconsin	180	K: 437; 1–6: 1050; 7–12: 1137	175	
Wyoming	175	1050		

NOTES:

"–" Indicates that a state does not have a requirement in this category. (1) Varies depending on circumstance.
Minnesota: Districts must schedule three more days for FY99 than for FY97. "*" represents change since 1996.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Year-Round School — State Policies and District Practices, 1998

Question: Does your state have a policy regarding year-round school as of 1998? Are there now districts in your state that run year-round schools? If yes, how many?

STATE POLICY REGARDING YEAR ROUND SCHOOL

YES	NO
Arizona	Alabama
Arkansas (1994)	Alaska
California	American Samoa (1998)
Florida	Colorado
Hawaii	Connecticut
Illinois	Delaware
Iowa	District of Columbia (1998)
Kentucky	DoDEA
Minnesota	Georgia (1998)
Nevada	Guam (piloting 2 elem.schools)
North Carolina	Idaho
Oklahoma	Indiana
Texas	Kansas
Utah	Louisiana
West Virginia	Maine
	Maryland
	Massachusetts
	Michigan
	Mississippi
	Missouri
	Montana
	Nebraska
	New Hampshire
	New Jersey (1998)
	New Mexico
	New York (1998)
	North Dakota
	N. Mariana Islands (1998)
	Ohio
	Oregon
	Pennsylvania
	Puerto Rico (1998)
	Rhode Island
	South Carolina (1998)
	South Dakota
	Tennessee
	Vermont (1998)
	Virginia
	Virgin Islands
	Washington
	Wisconsin
	Wyoming

DISTRICTS WITH YEAR-ROUND SCHOOLS

YES	Number of Districts
Alabama	—
Alaska	a few
Arizona (1994)	—
Arkansas	4
California	180
Colorado	4
Florida	—
Georgia (1998)	—
Guam	piloting 2 elem. schools
Hawaii	—
Idaho	2
Illinois	5
Indiana	6 (in parts)
Iowa	5
Kentucky	22
Louisiana	3
Maine	2
Maryland	1 (elem.)
Minnesota	10
Missouri	1
Nevada	5
New Jersey (1998)	school decision
New Mexico	2
North Carolina	38
N. Mariana Islands (1998)	—
Ohio	—
Oregon	3 or 4
South Carolina (1998)	—
Tennessee	5
Texas	61
Utah (schools)	7
Virginia	5 schools in 3 districts
Washington	2
West Virginia	2
Wisconsin	1 school

NOTES:

State Definition of year round school:

Arkansas: 12 month school with no more than 6 weeks vacation
California: No more than 8 weeks vacation
Florida: 11, 12-month calendar offering at least 180 days of instruction with shorter staggered vacation period throughout the year
Hawaii: No more than 8 weeks vacation
New Mexico: 10, 11, 12-month calendar permitting attendance on a staggered schedule
Oregon: 12-month class schedule

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998
Council of Chief State School Officers, State Education Assessment Center, Washington, DC

School Student Attendance Requirements, 1998

STATE	KINDERGARTEN ENTRANCE Age	Cut-Off Date	Age Students Must Enter School	Age Students Must Remain In School
Alabama	5	9/1	7	16
Alaska	5	8/15	7	16
American Samoa (1996 data)	5	9/1	6	18
Arizona (1994 data)	5	9/1	6	16 or gr. 10
Arkansas	5	9/15	5	17 by Oct.1
California	5	12/2	6	18
Colorado		LEA option	7	16
Connecticut	5	1/1	7	16
Delaware	5	8/31	5 By Aug. 31	16
Dist. of Columbia (1996 data)	5	12/31	5	18
DoDEA	5*	10/31	6	Cannot exceed 21*
Florida	5	9/1	6	16
Georgia (1996 data)	5	9/1	7	16
Guam	5	(1st day of school)*		
Hawaii	5	12/31	6	18
Idaho	5	9/1	7	16
Illinois	5	9/1	7	16
Indiana	5	6/1	7	16
Iowa	5	9/15	6	16 by Sept. 15
Kansas	5	8/31	7	18 or waiver*
Kentucky	5	10/1	6	16
Louisiana	5	9/30	6*	16*
Maine	5	10/15	7	17
Maryland	5	12/31	5	16
Massachusetts		LEA option	6	16
Michigan	5	12/1	6	16
Minnesota	5	9/1	7	16
Mississippi	5	9/1	6	17
Missouri	5	8/1	7	16
Montana	5	9/10	7	16 & complete gr. 8
Nebraska	5	10/15	7	16
Nevada	5	9/30	7	17
New Hampshire		LEA option	6	16
New Jersey (1996 data)		LEA option	6	16
New Mexico	5	9/1	5	18
New York (1996 data)	5	12/1	6	16 & complete sch. yr
North Carolina	5	10/16 [1]	7	16
North Dakota	5	8/31	7	16
Ohio	5	9/30	6	18
Oklahoma	5	9/1 [2]	5	18
Oregon	5	9/1	7	18
Pennsylvania		LEA option	8	17
Puerto Rico (1996 data)	5	8/1	5	18
Rhode Island	5	12/31	6	16
South Carolina (1996 data)	5	9/1	5	16
South Dakota	5	9/1	6	16
Tennessee	5	9/30	6*	17
Texas	5	9/1	6	18*
Utah	5	9/2	6	18
Vermont (1996 data)	5	1/1	7	16
Virginia	5	9/30	5	18
Virgin Islands	5	—	5	18
Washington	5	8/31	8	18 or waiver
West Virginia	5	9/1	6	16
Wisconsin	5	9/1	6	18
Wyoming	5	9/15	6	16

NOTES:

[1] 4 yr-olds may go to early kindergarten if birthday reached by April 16 of preceding school year. [2] 4 yr-olds allowed to attend kindergarten

"*" represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998

Kindergarten Programs — State Policies, 1998

FULL-DAY PROGRAM

Districts Must Offer	Student Attendance Required
Alabama	No
Arkansas	Yes
Dist. of Columbia	Yes
Florida	Yes
Georgia (1996)	No
Hawaii	No*
Louisiana	No*
Mississippi	No
North Carolina	No
North Dakota *(and half day)*	No
South Dakota *(and half day)*	No
Texas *(and half day)*	No
Vermont *(and half day)* (1996)	No
Virginia *(and half day)*	Yes
Virgin Islands	Yes
West Virginia	Yes

HALF-DAY PROGRAM

Districts Must Offer	Student Attendance Required
American Samoa (1996)	Yes
Arizona (1994)	Yes
California	No
Connecticut	No
Delaware	Yes
DoDEA	No
Illinois *(or full day)*	No*
Iowa *(or full day)*	No
Indiana	No
Kentucky	No
Maryland	Yes*
Massachusetts	No
Minnesota *(or full day)*	No
Missouri *(or full day)*	Yes
Montana	No
Nebraska (400 hrs.)	No
Nevada	No
New Mexico	Yes
Ohio *(or full day)*	No
Oklahoma	Yes
Oregon	No
Pennsylvania	No
Puerto Rico (1996)	Yes
Rhode Island	Yes
South Carolina (1996)	Yes*
South Dakota	No
Tennessee	Yes
Utah	Yes
Wisconsin	No
Wyoming	No

NO STATE POLICY — LOCAL DISTRICT POLICY

Alaska
Colorado
Idaho
Kansas
Maine (offer or make available)
Michigan
New Hampshire
New Jersey (1996)
New York (1996)
Washington

NOTES:

"*" represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998
Council of Chief State School Officers, State Education Assessment Center, Washington, DC

Length of School Day in Minimum Hours by Grade Level, 1998

STATE	Pre-K	Half-Day Kindergarten	Full Day Kindergarten	Grades 1–6	Grades 7–8	Grades 9–12
Alabama	–	–	6	6	6	6
Alaska	–	–	–	4.0-5.0	5	5
American Samoa (1996 data)	7	7	–	2	2	2
Arizona (1994 data)	1.2	2	–	4.0-5.0	6	–
Arkansas	–	–	6	6	6	6
California	–	3.4	–	4.8-5.1	5.1	6.2
Colorado	–	–	–	–	–	–
Connecticut	*minimum length of day eliminated**					
Delaware	–	2.5	–	6	6	6
Dist. of Columbia (1996 data)	6.5	–	6.5	6.5	6.5	6.
DoDEA	2.5	2.5	–	5.5*	6*	6
Florida	–	–	–	5	5	5
Georgia (1996 data)	4.5	–	4.5	4.5	5	5
Guam	–	–	–	–	–	–
Hawaii	6	6	6	6	6	6
Idaho	–	2.5	4	4	4	4
Illinois	–	2	4	5	5	5
Indiana	–	2.5	–	5	6	6
Iowa	–	–	–	5.5	5.5	5.5
Kansas	–	2.5	5	6	6	6
Kentucky	3	3	6*	6	6	6
Louisiana	–	3*	6*	6*	6*	6*
Maine	–	2.5	2.5	5	5	5
Maryland	–	–	–	3	3	3
Massachusetts	–	–	–	–	–	–
Michigan	–	–	–	–	–	–
Minnesota	–	–	–	–	–	–
Mississippi	5.5	–	5.5	5.5	5.5	5.5
Missouri	–	1.5	3.0-7.0	3.0-7.0	3.0-7.0	3.0-7.0
Montana	*annual aggregated hours requirement**					
Nebraska	–	–	–	–	–	–
Nevada	–	–	2	5*	5.5*	5.5
New Hampshire	–	2.5	N/A	6	6	6
New Jersey (1996 data)	–	2.5	2.5	4	4	4
New Mexico	–	2.5	–	5.5	6	6
New York (1996 data)	–	2.5	5	5	5.5	5.5
North Carolina	5.5	5.5	5.5	5.5	5.5	5.5
North Dakota	–	2.75*	5.5*	5.5	6	6
Ohio	–	2.5	–	5	5.5	5.5
Oklahoma	2.5	2.5	6	6	6	6
Oregon	–	–	–	6 (K-3)*	6.5 (4-8)*	7*
Pennsylvania	–	2.5	5	5	5.5	5.5
Puerto Rico (1996 data)	3.5	3.5	6	6	6	6
Rhode Island	2.5	2.5	5	5	5–5.5	5.5
South Carolina (1996 data)	2.5	2.5	5	6	6	6
South Dakota	–	–	–	5 (1-3)	5.5 (4-8)	5.5
Tennessee	5.5*	4*	4*	6.5*	6.5*	6.5*
Texas	–	–	7	7	7	7
Utah	–	2*	–	4*	4*	4*
Vermont (1996 data)	–	2	–	4 (1-2)	5.5 (3-10)	–
Virginia	–	3	5.5	5.5	5.5	5.5
Virgin Islands	N/A	N/A	6	6	6.5	6.5
Washington	–	2	4	4 (1-3)	5 (4-6)	5 (7-12)
West Virginia	–	–	5.25	5.25 (K-4)*	5.5 (5-8)*	5.75*
Wisconsin	–	2.5	5	6	6.5	6.5
Wyoming	–	2.5	5	5	6	6

NOTES:

"–" indicates that a state does not have a requirement in this category

"*" represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Appendices

Teacher Standards Use in Teacher Education: Design or Approval, 1998

Question: Does your state have standards that are used for design or approval of teacher education programs in institutions of higher education?

STATE	Standards for teacher education programs	How are the standards used with teacher education programs? When are they applied?
Alabama	Yes	Prior to program approval on a five-year review cycle
Alaska	Yes	A representative committee is being formed to determine/develop new, performance-based standards
Arizona		
Arkansas	Yes	Prior to program approval; reviewed every five years
California	Yes	Periodic review and professional accreditation of all teacher education programs. Standards are the basis for improving weak programs through the accreditation system
Colorado	Yes	Approving new programs, modification of existing programs, and onsite program reviews
Connecticut	Yes	5 year approval cycle. Standards are rated based on institution self-study and state team visit
Delaware	Yes	For approval/reapproval every five years. Use NASDTEC and NCATE process
DoDEA	No	
Dist. of Columbia		
Florida	Yes	
Georgia		
Guam	Yes	Course offerings are made to meet certification requirements
Hawaii	Yes	Standards are applied through a state approval of teacher education (SATE) process, including document reviews and on-site visits every five years
Idaho	No	Use NASDTEC and NCATE approval process
Illinois	Yes	State review every five years. Institutional report and review team visits
Indiana		
Iowa	Yes	Accreditation approval based on program meeting the standards for a term of five years. Evidence by visiting teams to institutions and reports filed by the institution. Performance standards established for early childhood education. All other areas will be reviewed by SBE in Fall 1998
Kansas	Yes	Approval of new programs and for renewal of each program's curriculum every 5 years through a folio review process
Kentucky	Yes	Universities submit approved folios based on new teacher or experienced teacher programs
Louisiana	No	
Maine	Yes	Any state public or private institution with a teacher preparatory program must have state approval to operate. Approval is granted for a maximum of five years and renewals are required. When an institution seeks national accreditation (NCATE), the department of education has a partnership with NCATE so that state and national site visits happen simultaneously
Maryland	Yes	State/NCATE review on 5-year cycle
Massachusetts	Yes	When programs are implemented by institutions of higher education or others preparing educational personnel. Re-approval process every 5 years
Michigan	Yes	Initial demonstration of how standards are met and on 5-year cycle
Minnesota	Yes	Teacher education programs are reviewed on-site every five years
Mississippi	No	
Missouri	Yes	Beginning Fall 1998, the state will implement new standards for program approval which are based on INTASC Beginning Teacher Standards and include subject specific competencies to be addressed by each program for certification. Evidence by institutional and student portfolios during the site visits
Montana	Yes	On-site review on a 5-year cycle of program and unit review
Nebraska	Yes	Part of annual approval of teacher education program by SBE. Receive periodic audit by team to the campus
Nevada	Yes	Every five years, all teacher education programs have their programs reviewed and approved by the State Board of Education
New Hampshire	Yes	Used with institutional review every 5 years NH Code of Administrative Rules
New Jersey		
New Mexico	Yes	All institutions of higher education that prepare teachers are required to design programs that deliver all of the State Board of Education approved competencies (standards). Each presents its preparation programs to the State Professional Standards Commission for approval
New York		
North Carolina	Yes	Institutions prepare self-studies/reports
North Dakota	Yes	Reviewed by site visitation teams on a five-year cycle

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Teacher Standards Use in Teacher Education (cont'd)

STATE	Standards for teacher education programs	How are the standards used with teacher education programs? When are they applied?
Ohio	Yes	Applied prior to the program being approved in conjunction with on-site visit
Oklahoma	Yes	The standards are used for accrediting the 21 teacher preparation programs in the state. Standards are applied based on a rotating cycle of reaccreditation
Oregon	Yes	Review and approval of new programs. Site visits at five-year intervals. Annual reports from approved institutions
Pennsylvania	Yes	The standards are used to design a teacher education program and form the basis of a self-study document which is validated by an on-site review of the program. The reviews are conducted once every five years
Rhode Island	Yes	Standards for the approval of teacher preparation programs. These standards are applied/evaluated during on site visits at least once every five years
South Carolina		
South Dakota	Yes	Standards are used in onsite review of programs every 5 years
Tennessee	Yes	The standards are a list of "knowledge of skill" statements that are matched by the college/university to content covered in individual courses
Texas	Yes	The standards are used to approve the whole or any part of the teacher education program. Each training entity is evaluated annually based on student performance
Utah	Yes	Utah universities or colleges offering teacher preparation programs operate on a pre-approved program basis. Universities incorporate the required state board of education standards into their programs. These are reviewed every 3 years as part of the state accreditation process
Vermont		
Virgin Islands	No	
Virginia	Yes	Institutional report and five year on-site team visits. The report determines continuous program approval
Washington	Yes	Program must meet SBE standards for approval. An advisory board approves/reviews compliance every 5 years
West Virginia	Yes	Deliberations are underway concerning program approval process
Wisconsin	Yes	
Wyoming	Yes	Programs are approved based upon compliance to the standards which are verified by documentation and on-site visitations

NOTES:

Nevada: To be revised within the next year

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

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School Leader/Administrator Standards Use in Leader Education; Design or Approval, 1998

Question: Does your state have standards for school leaders that are used for design or approval of school leader education programs in institutions of higher education?

STATE	Standards used for design/approval of school leader education programs?	STATE	Standards used for design/approval of school leader education programs?
Alabama	Yes, Approval	Missouri	Yes, Design
Alaska	Yes, Approval	Montana	Yes, Design and Yes, Approval
Arizona		Nebraska	Yes, Approval
Arkansas	Yes, Approval	Nevada	Yes, Approval
California	Yes, Design and Yes, Approval	New Hampshire	Yes, Approval
Colorado	Yes, Design and Yes, Approval	New Jersey	
Connecticut	Yes, Approval	New Mexico	
Delaware	Yes, Approval	New York	
DoDEA	No	North Carolina	No
Dist. of Columbia		North Dakota	No
Florida	Yes, Design and Yes, Approval	Ohio	Yes, Approval
Georgia		Oklahoma	Yes, Approval
Guam		Oregon	Yes, Design
Hawaii	Yes, Design	Pennsylvania	Yes, Design and Yes, Approval
Idaho		Rhode Island	Yes, Design and Yes, Approval
Illinois	No	South Carolina	
Indiana		South Dakota	Yes, Approval
Iowa	SBE discussion 98/99	Tennessee	Yes, Approval
Kansas	Yes, Approval	Texas	Yes, Approval
Kentucky	Yes	Utah	Yes, Approval
Louisiana	In development	Vermont	
Maine	Yes, Approval	Virgin Islands	No
Maryland	Yes	Virginia	Yes, Design
Massachusetts	Yes, Design and Yes, Approval	Washington	Yes, Design
Michigan		West Virginia	Yes, Design and Yes, Approval
Minnesota	Yes, Approval	Wisconsin	Yes, Approval
Mississippi	Yes, Design	Wyoming	Yes, Approval

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998
Council of Chief State School Officers, State Education Assessment Center, Washington, DC